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ABSTRACT

This manual is intended to increase awareness of Title IX and related equity issues at the local school district level by providing materials and resources to specialists in school districts. The manual: (1) describes a model traveling equity resource display; and (2) provides instructions, agendas, and participant materials for a two-day training workshop. Sample display materials and order lists that describe how to obtain items in the display are provided in section 1. Items for the display may be obtained both free of charge and at cost from various equity organizations. Section 2 includes a description of the two-day training workshop and selected samples of workshop materials. The workshop is designed to train local school district personnel to conduct one to two hour inservice training sessions in their own school districts. The workshop comprises four major topic areas: (1) Title IX; (2) women's history; (3) mathematics; and (4) science and computer equity. The following materials are provided for the four components of the workshop: (1) goal statements and content; (2) trainer instruction sheets for the activities; (3) activities handouts; and (4) agenda for a sample workshop. (SM)

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A MODEL PROGRAM FOR

STATEWIDE TITLE IX CAPACITY BUILDING

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Northwest Regional Educational Laboratory
Portland, Oregon

Women's Educational Equity Act Program
U.S. Education Department

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A MODEL PROGRAM FOR STATEWIDE TITLE IX CAPACITY BUILDING

Developed by

CENTER FOR NATIONAL ORIGIN, RACE AND SEX EQUITY

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PREFACE

The Center for National Origin, Race and Sex Equity at the Northwest Regional Educational Laboratory proposed to develop a model program for infusing information about Title IX and related equity issues at the local school district level throughout a state.

The purpose of the project was to address the need of state education agencies for a workable method of building local capacity in Title IX and related equity issues. The project also addressed the need of local education agencies to have current information about the requirements and interpretations of Title IX and any state equity laws, as well as methods for ensuring equity in the curriculum and in teacher-student interactions.

The project had four major objectives:

1. To develop a portable equity display and a process for circulating it to individual school buildings to provide information on Title IX and sample materials for teachers to promote equity in various curriculum areas. The display also included information about upcoming workshops for training of trainers.

2. To develop a training of trainers workshop for capacity-building in Title IX in the eighties, including equity in the curriculum and equity in student-teacher interactions.

3. To develop a manual that describes the process used to implement the portable equity display and training of trainers workshop.

4. To disseminate to each state department of education a brochure describing the project and the products developed from the project, and ordering information for the manual.

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INTRODUCTION

Purpose of the Manual

The purpose of this manual is two-fold: to provide a description of a traveling equity resource display that state departments of education may wish to replicate and to provide complete instructions, agendas and participant materials for a two-day training of trainers workshops in the area of sex equity in education.

Contents of the Manual

This manual is divided into two sections. The first section contains a description of the equity display with samples of materials used in the display. The second section includes a description of the two-day training of trainers workshop and selected samples of materials used in the workshop. The workshop comprises five major topic areas: Title IX, women's history, mathematics, science and computer equity, interactions and training tips. The following materials are provided for the four content area components of the workshop:

1. Statement of purpose and content for each component.

2. Trainer instruction sheets (TIS) for the activities used in each component. Each TIS includes the purpose, group size, time required, materials needed and procedures for the activity.

3. Selected participant handouts for activities and for supplemental information.

4. Agenda for a sample workshop in each content area component.

Sample publicity flyers, and overall agenda and evaluation form for the entire workshop are also included.

Audience for the Manual

This manual is intended to assist equity specialists in state departments of education, regional desegregation assistance centers, and staff development specialists in school districts to renew and increase awareness on the part of local education agency personnel of equity issues, and the resources and training available to them.

PORTABLE EQUITY DISPLAY

PORTABLE EQUITY DISPLAY

Purpose and Audience for the Display

A portable equity display may be taken to individual school buildings to reach school personnel that either do not yet have a commitment to sex equity or do have the commitment but are not aware of the multitude of resources available to help them implement their commitment. The display may also be exhibited at educational conferences as a way to interest educators in bringing the display to their individual schools. The overriding goal of the display is to interest school staff in obtaining and using the variety of resources available that promote equitable practices and policies, and equitable instruction at all levels.

Contents of the Display

The display should be appropriate for the grade level (K-6, 7-8, 9-12) of the school in which it is being shown. This means that, in actuality, three displays will be developed that will have some materials in common and some materials that are geared to a specific grade level range. The equity display may consist of several components (examples of items may be found under "Display Materials" at the end of this section):

1. Posters on various equity issues, preferably mounted on a portable display panel.

2. Equity issues flyers, one-page summaries of issues of interest to educators, for example, "Why girls drop out of math and science" or "Sex bias at the computer terminal."

3. Sample lesson plans taken from items in the display.

4. Resource flyers from various equity programs and organizations. For example, the resource flyers from the lending library at the regional desegregation assistance center were part of the display.

5. Order lists that tell how to purchase the items in the display.

6. Books representing a variety of curriculum areas and a variety of equity isssues.

Items for the display may be obtained both free of charge and at cost from various equity organizations. Those organiztions contacted for the Center for National Origin, Race and Sex Equity display may be found on the under "Display Materials: Order Lists" at the end of this section. Cost information is also included on the lists.

Sites for the Display

State department equity staff, personal contacts in the schools and exhibiting the portable display at conferences are all ways to secure sites for the portable equity display.

Publicity for the Display

Flyers announcing the display (see "Display Materials: Publicity Flyers" at the end of this section) should be sent to individual schools several weeks in advance. If at all possible, a short presentation at a staff meeting prior to bringing the display to a school can also be helpful. It is important to have someone at the school who is enthusiastic about the display and will promote it among staff.

Location, Duration, Staffing of the Display

The display may be set up in various places within the school building: the library, staff lounge, or central conference room. The staff lounge seems to be the best location in order to reach the greatest number of teachers as long as the display is presented properly and not seen as an intrusion.

The display may be staffed or unstaffed. If a staff person is with the display, then teachers may make inquiries about items included in the display or discuss with the staff person equity issues of particular concern to them. On the other hand, some staff may feel intimidated by the staff person's presence. They might feel more like browsing if no one is around.

The length of time the display remains in a school will be determined by many factors: availability of space, whether or not it is staffed, resources of the organization doing the display, or need of the school hosting the display. If it is staffed, one full day seems to be the least length of time the display remains at a school, unless it is requested to be present only for a staff meeting or training session. If unstaffed, the length could be anywhere from one day to several weeks. A concern in not staffing the display is the amount of potential loss of materials.

Equipment Needed

A folding display panel is needed to exhibit posters and at least two book racks to exhibit printed materials. A sign displaying the exhibit's name can be attached to the display panel. The school should provide a minimum of two, six-foot tables to put consumable materials on.

DISPLAY MATERIALS: EQUITY ISSUES FLYERS

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Women's Language

If you're a woman it is likely that you will speak in certain ways. In Language and Women's Place, Robin Lakoff discusses how "women's language" reflects women's reluctance to make strong statements. Below is a summary of Lakoff's obsevations about women's language. The characteristics are most likely found in spoken language, as they are signals about how the speaker feels and how she expects the listener to react.

1. Certain terms. Women use terms related to specific interests relegated to women as "women's work." For example, use of color names such as magenta, beige, ecru; use of sewing terms such as shirr, dart or baste.

2. Empty adjectives. For example, divine, charming, sweet, cute.

3. Question intonation with declarative statements. For example, responding to a question with a question (When will dinner be ready?" "Oh, around 6:00 o'clock?"). Or, unnecesary tag questions ("It's hot, isn't it?").

4. Hedges. In general, women's speech contains more instances of "well," "y'know" and "kinda" which convey the feeling that the speaker is uncertain about what she is saying even when she may not be.

5. "So." A way to hedge on one's strong feelings. For instance, women are more likely to use "I like him so much" in contrast to "I like him very much."

6. Hypercorrect grammar. Women are not supposed to talk rough and women's speech from a very early age is expected to avoid such uses as "ain't" or "goin'."

7. Superpolite forms. Women are not only supposed to speak more correctly than men but also more politely. They are less likely to tell off-color jokes or use indelicate expressions; they make more use of euphemisms and are generally expected to be more tactful than men are.

8. Jokes. Women are seen as not being able to tell or understand jokes.

9. Italics. Italics are another way of expressing uncertainty. The speaker gives detailed, unnecessary explanations or directions in an attempt to strengthen her point, as if to say, "Here are directions telling you how to react, since my saying something by itself is not likely to convince you."

Some men use some or even every item on this list. But, according to Lakoff, what is happening is that women are more apt to make use of these items because they tend to feel they have less real-world power compared to men. Lakoff claims that if a woman learns and uses women's language, she's considered "a bit of a fluff." But if she doesn't, she's ostracized in traditional society by both men and women.

In concluding, Lakoff says the following about the differences between men's and women's speech:

> Again, there should be no sense on reading this that one style is better, more logical, or more socially useful than another; both, and mixtures of both, are needed in different circumstances. Women must be more flexible--and so must men.

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Employment Statistics 1985

OCCUPATIONAL SEGREGATION: There is an arbitrary division of the work force into jobs predominantly held by men and those predominantly held by women. Nearly, 77 percent of women workers are in female-intensive occupations which are at the lowest end of the pay scale.

In 1985 full-time women workers earned only 64¢ compared to every $1.00 earned by men.

This amounted to an $8,430 gap between men's and women's median annual earnings.

	Annual Earnings		Women's Earnings as % of Men's
	Women's	Men's	
1955	$2,714	$4,242	63.9%
1965	3,823	6,375	60.0%
1975	7,504	12,758	58.8%
1980	11,197	18,612	60.2%
1985	15,624	24,195	64.5%

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory, or plant jobs.

According to the Department of Labor, women workers in 1985 were divided into the following occupational categories.

Managerial and Professional	23.4%
Technicians	3.3%
Sales	12.9%
Administrative Support, including Clerical	29.4%
Service	18.5%
Craft	2.4%
Operatives	9.1%
Farm	1.2%

Sex-based wage discrimination results when wage setting is based on the sex of the worker rather than the skills required for the job.

Occupations	1985 Median Annual Earnings*
Secretary (98% female)	$14,508
Painter (94% male)	15,828
Pre-kindergarten & kindergarten teacher (99% female)	14,352
Mail Carrier (83% male)	24,232
Registered Nurse (98% female)	22,568
Electrical equipment repairer (92% male)	25,740
Bank Teller (93% female)	11,388
Shipping Clerk (75% male)	15,704

*Based on median weekly earnings

1985 Mean Annual Earnings as Percent of White Males'

White Males	$28,159	100.0%
Black Males	19,949	70.8%
Hispanic Males	19,692	69.9%
White Females	17,253	61.2%
Black Females	15,459	54.8%
Hispanic Females	14,576	51.7%

Source: National Commission on Working Women. "Pay Equity: A Fact Sheet." 1325 G Street, N.W., Lower Level. Washington, DC 20005, (202)737-5764.

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We Are What We Play

Research on sex role socialization suggests that gender differences in play between boys and girls stem from cultural conditioning. Boys are encouraged to engage in activities that foster independence, exploratory behavior, spatial abilities, problem solving skills and self-confidence. Girls engage in activities that emphasize verbal/interpersonal skills with scant attention to problem solving.

RESEARCH FINDINGS	EDUCATIONAL IMPLICATIONS
GIRLS play with a narrow selection of toys and in activities that foster small muscle skills, require little practice, represent domestic themes, and emphasize narcissistic traits.	GIRLS develop a narrow repertoire of interests defined by helping behaviors, a sense of self related to physical attractiveness, declining self-confidence and passivity in interactions with the environment.
BOYS play with a wide variety of toys and in activities that encourage skill, practice, foster environmental exploration, and represent themes of mastery and problem solving.	BOYS develop a varied repertoire of interests defined by problem solving skills, expertise in motor skills, a sense of self related to task mastery, increasing self-confidence, and inhibitions about expressions of emotion.
GIRLS play mainly with other girls, in quiet games requiring little competition or physical activity, and in activities requiring a few simple rules.	GIRLS learn power relationships mainly in personal ways, one-on-one interpersonal skills, fellowship and cooperative roles but not leadership skills.
BOYS play mainly with other boys, in groups of three or four, in active, competitive games and in activities with increasingly complex rules.	BOYS learn power relationships in abstract, non-personal ways, both leadership and followership skills, and an increasingly different value system from girls.
GIRLS' play groups reward popularity, physical attractiveness, fashion, conformity, and intimacy in friendships. Girls' play groups devalue physical strength, academic success, non-conformity, and serious pursuits by individuals	GIRLS are motivated to strive to be liked by others, focus attention on their appearance, inhibit individual talents and interests, gain identity through association with males, play down individual successes, and avoid athletics and serious academic subjects.
BOYS' play groups reward physical and emotional strength, good academics, athletic prowess, serious individual and group pursuits, and high aspirations. Boys' play groups devalue displays of emotion and intimacy in friendships, and girls and girl-associated activities.	BOYS are motivated to participate in physical activities, specialize in academic interests and hobbies, make plans and achieve goals, hide emotions and feelings, avoid close relationships, and actively "put-down" girls and their activities.

Summarized from the poster "We Are What We Play." Palo Alto, CA: American Institutes of Research (Box 1113, 94302).

OVER

EXAMPLES OF CLASSROOM STRATEGIES THAT FOSTER EQUITY

Below are some strategies for helping teachers make a conscious effort to broaden the social and academic skills of their male and female students.

1. Conduct a survey of interests and favorite ongoing activities of students in your class(es). Identify untried/unmastered areas for girls and boys and plan activities to give students an opportunity to learn new skills.

2. Assign individual projects to girls relating to technology, science and mathematics. Provide ample construction and science materials--lego blocks, wires and batteries, weather measuring equipment, old car/machine parts to disassemble and assemble.

3. Assign girls to leadership positions in athletics and debate. Plan projects in which girls design and carry out athletic games with complex rules or scoring.

4. Assign boys to activities requiring practice in nurturance, interpersonal skills and cooperation. For example, conduct role playing activities in what it would be like to be a girl, a boy, a father, a mother, a boy rejected by peers, etc.

5. Have the entire class make a class quilt with each student designing and contributing one square.

6. Have students design posters with themes such as "Girls and Boys Together," "We Can Be Anything," "Men and Women Helping Each Other."

7. Plan cooking projects in which all aspects--menu planning, cooking, cleaning up--are shared equally by boys and girls.

8. Plan a variety of activities that require students to work together in groups of three or larger. For example, conduct mock campaigns centered around issues that are important to your students. Assign girls major planning responsibilities within the large groups.

9. Set up activities in which boys learn to take care of pets and plants.

10. Encourage empathetic behavior in boys by praising them for it to the whole class.

11. Identify common put-downs of both boys and girls. Conduct class discussions about the "whys" of such incidents and discuss ways children can help change attitudes. Put students' suggestions to work. Let students plan an ongoing class project in which they share incidents in class by giving individual accounts of successful strategies.

12. Provide examples of "atypical" heroes (female and male) through discussions, photographs, speakers, films, posters (bulletin board displays).

13. Actively reward and encourage assertiveness and questioning behavior in girls.

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Women and Sports

"I stand here before you feeling like I own the earth because of twenty years in a sport. That's what we're fighting for--to make sure that everybody out there--every little girl and every high school girl and every 55 year-old woman ashamed of her fat could feel like I feel--like she owns the earth." Diana Nyad, world class swimmer.

Athletic competition, as a powerful social institution, is as old as civilization. And athletics often mirror (as well as generate) the social stereotypes which dictate a society's values and roles for women and men. In male-dominated societies, women have been systematically barred from participation in sports. Women who viewed the Olympic Games of ancient Greece, for example, were punished by death. The modern Olympic movement also began, in the late nineteenth century, as a "male only" competition; women's sports have been added gradually during the twentieth century, culminating in the first women's marathon in the 1984 Olympics in Los Angeles.

Much of the contemporary impetus for equality in sports programming came from the rebirth of the feminist movement during the 1960s and 1970s. Although many physical educators and professional athletes believed that discrimination in sports could be eliminated through continued development of physical education and sports programming, the most significant and successful strategies came from those women who saw these gradual increases in individual programs as "band-aid" solutions. They believed instead that women's civil rights were being systematically violated, and that eliminating sex bias through policy changes at individual schools would not have significant national impact. Thus, they pursued enactment of a federal law prohibiting sex discrimination. This legal mandate for equal opportunity for women and girls was incorporated in Title IX of the Education Amendments passed by Congress in 1972.

Title IX is credited with revolutionizing women's sports and ensuring the expansion of interscholastic competition and the provision of athletic scholarships for women. In 1972, only 7 percent of high school athletes were girls; in 1982, 35 percent of high school athletes were girls. Prior to Title IX blatant discrimination and exclusion of women was the norm in intercollegiate athletics. Since Title IX, inequities in athletic scholarships, academic credit for intercollegiate athletics, scheduling, use of facilities, money to cover travel to events, and press coverage of games are illegal in educational institutions that receive federal funding. "New Agenda" Conferences and National Women Sports Day (February 4) have gained recognition and support.

Title IX pried open "athletic coffers to women" and helped realize for the 1984 Olympic Games in Los Angeles "possibly the best women's team (in basketball) every assembled anywhere." According to the Women's Sports Foundation, the female athletes in Los Angeles--the entire gold medal winning women's basketball team and silver medal winning women's volleyball team, and a majority of medal winning women swimmers and track and field stars--were attending college on athletic scholarships opened up to females because of Title IX.

History has been filled with stereotypes about women's physical limitations, questions about women's physiological ability to withstand the "rigors" of sports, and restrictive definitions of "feminine" beauty. Today's women and their daughters are radically altering these stereotypes. They are adding strength, power, flexibility and muscles to the image of beautiful women.

Summarized with permission from Project on Equal Education Rights, PEER Report No. 4, 1985.

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Report Card on Hispanic Women

Demographers predict that the Hispanic population is soon to become the nation's largest minority group, with estimates varying between 15 and 20 million. Of significance is the fact that four in ten Hispanics are under 18. America's public school system will play a major role in assuring success for this group.

The realities for Hispanic women are particularly grim using traditional measures of success in our society. Consider that:

- Hispanic women earn 49 cents to every dollar earned by a white male in the U.S.--10-15 cents less than white females and 24 cents less than Hispanic males.
- They had an average median income of $5,060 in 1981.
- Fifty-three percent of Hispanic families headed by women live in poverty.
- Only 2.6 percent of businesses owned by women in the U.S. in 1977 were owned by Hispanic women.
- They are only eight of the 170 elected officials on both state and national levels who are Hispanic.

The Educational Bottleneck. These grim realities reflect the low educational attainment for Hispanas. In 1981 only 42 percent of Hispanic females completed four or more years of high school, compared to 69 percent of the total population. They averaged 10.2 years of schooling, while Black females averaged 11.9, and white females, 12.5. According to the 1980 census, one in six Americans completed four or more years of college while only one in 17 Hispanic women completed the same. Nearly two Hispanic males completed four or more years of college for every one Hispanic female. Education is, of course, closely related to employment status and earning power.

Dropout Rate. One in three Hispanic females drops out of high school. Their dropout rate is twice as high as the national dropout rate of 16 percent. Economic need, langauge barriers, family responsibilities and educator attitudes all contribute to the high dropout rate. It is estimated that 3.6 million elementary and secondary school students are not fluent in English. Seventy percent of these students are Hispanic.

Lack of Role Models. Experts acknowledge that children are positively influenced by the presence of individuals with similar backgrounds or characteristics in roles that they might strive to fulfill as adults. Hispanics represent 6 percent of the total public school enrollment, but only 3 percent of the teachers. Fewer models are found in the administrative ranks: Out of 100 Hispanic superintendents in 29 states, only six are females.

Inadequate Counseling. It seems that if Hispanic girls are tracked at all, they are being tracked into traditional female courses. It is not surprising that, given the absence of female and Hispanic leadersnip in education, a lack of attention has been given to the development of nonsexist, multiethnic counseling materials or the use of nondiscriminatory counseling practices.

Vocational Education. Vocational education enrollments clearly show that Hispanic females are being steered into life cycles with little career or income potential. National statistics show that technical courses enroll only a small portion of Hispanic females (1.8 percent).

Whatever the cause, the dropout rate for Hispanic females is devastating. The Project on Equal Education Rights (1413 K Street, N.W., Washington, DC 20005) can help districts with strategies for dealing with this serious problem.

Summarized with permission from Project on Equal Education Rights. PEER Report No. 3, n.d.

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How Would Your Life Be Different?

In a survey of nearly 2,000 children (grades 3-12) in Colorado in the early 1980s, Dr. Alice Baumgartner and her colleagues found that children's attitudes about being male and female showed a fundamental contempt for females--held by both sexes. Students were simply asked one question: "If you woke up tomorrow and discovered that you were a (boy) (girl), how would your life be different?" The answers were sad and shocking.

Elementary School Boys. They described how awful their lives would be if they were female, often entitling their answers with phrases such as "The Disaster," "The Fatal Dream," or "Doomsday."

- "If I were a girl, I'd be stupid and weak as a string." (sixth grader)
- "If I were a girl, everybody would be better than me, because boys are better than girls." (third grader)
- "If I were a girl, I'd kill myself."

Elementary School Girls. They repeatedly wrote of how better off they would be as boys:

- "If I were a boy, I would be treated better. I would get paid more and be able to do more things." (fourth grader)
- "I could do stuff better than I could now." (third grader)
- "If I were a boy, my daddy might have loved me." (third grader)

Appearance. Boys and girls alike realized that girls, but not boys, are judged by their looks and therefore must pay a lot of attention to appearance. Boys also showed that they were aware, as early as third grade, of the hazards for women of being attractive ("jeered at").

Activities. Girls felt they would have more or different career choices if they were male. ("I would consider work in math and science."). Boys felt they would have fewer choices if they were female. ("I couldn't be a mechanic.")

Behavior. As with activities, girls felt they had a lot to gain; boys, a lot to lose. Girls said they could go "hunting and fishing," "run for President," "be noisier and more active." Boys said they would have to "be polite," "wait for others to talk to me first," "hate snakes."

Treatment by Others. Over and over girls reported that they would be treated better if they were boys. And both sexes were aware of the threat of violence against women and girls. In the classroom, students reported that girls get preferential treatment for being docile (If I were a girl, "I'd get treated like a normal human being, not an animal or anything else"; If I were a boy, "I'd get away with a lot less."), but boys get more attention (If I were a boy, "Id get called on to answer more questions.").

Sex stereotyping may have made practical sense in earlier times, but it is a psychological and social disability for both sexes in the complicated 1980s--when both sexes need to know how to do what has long been considered "men's work" and "women's work." From the mouths of babes we learn that we still have a long way to go to overcome the sex stereotyping hampering our full human development.

Summarized from "How Would Your Life be Different," Redbook Magazine, February 1983, pp. 92-95.

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Boys. Some young boys saw a few benefits to being female, but once out of grade school, none of the males envied anything about womanhood. "If I were a girl:

- I wouldn't be able to keep my job as a carpenter."
- I couldn't play football or basketball."
- I'd have to be kind, cute and have nice handwriting."
- I'd have to know how to handle drunk guys and rapists."

Girls. In contrast, most of the girls envied much about manhood. "If I were a boy:

- People would take my decisions and beliefs more seriously."
- I could run for President."

They also realized one disadvantage of maleness was stoicism. "If I were a boy:

- I would have to stay calm and cool whenever anything happened."
- I would not be allowed to express my true feelings."

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Behavior. As with activities, girls felt they had a lot to gain; boys, a lot to lose. Girls said they could go "hunting and fishing," "be noisier and more active." Boys said they would have to "be polite," "wait for others to talk to me first."

Treatment by Others. Over and over girls reported that they would be treated better if they were boys. And both sexes were aware of the threat of violence against women and girls. In the classroom, students reported that girls get preferential treatment for being docile (If I were a girl, "I'd get treated like a normal human being, not an animal or anything else"; If I were a boy, "I'd get away with a lot less."), but boys get more attention (If I were a boy, "Id get called on to answer more questions.").

Sex stereotyping may have made practical sense in earlier times, but it is a psychological and social disability for both sexes in the complicated 1980s--when both sexes need to know how to do what has long been considered "men's work" and "women's work." From the mouths of babes we learn that we still have a long way to go to overcome the sex stereotyping hampering our full human development.

Summarized from "How Would Your Life be Different," Redbook Magazine, February 1983, pp. 92-95.

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Black Women in a High Tech World

Are high technology workers likely to be Black women? Will the technological revolution improve the status of Black women workers? How can Black women prepare to take advantage of future technological opportunities? The fastest growing occupations for the next decade are in the technical and scientific fields, requiring extensive math and science backgrounds. For Black women, entrance into the technological fields can no longer be a matter of "if and when." It must become a matter of "now and how" to gain roles in the work that will dominate.

The Present. Few Black women are currently prepared for the change:

- Black women are employed primarily as food, health, personal and protective service workers; private household workers; operatives and clerical workers.
- In 1981, the median income of Black women in the U.S. was $4,903, the lowest of any population group.
- In 1980 only 3 percent percent of Black women workers were employed as managers and administrators; 14 percent were employed in professional and technical positions.
- In 1981, more than half of all families headed by Black women lived in poverty.

Some Small Gains. Black women are making inroads into the technical labor market. Among female computer specialists, Black females increased from 6.5 percent to 9.3 percent in 1980. During the same period, Black female engineering and science technicians rose from 4 percent to 6.7 percent of all women in these occupations. Despite the gains, the numbers of Black women in technical occupations remains small or nearly non-existent in many fields.

Math and Science Backgrounds a Must. Most Black females are not enrolling in advanced math classes in high school. A 1980 study on Black females and math discovered that they were more likely to take an advanced math course only if it satisfied college entrance requirements, while white males concentrated on their future career goals when selecting advanced math courses. Math is a "critical filter" which eliminates women from many fields and career options.

Other Educational Barriers.

- Career counseling is a critical factor in preparing Black women for technical jobs.
- Low math and science requirements by the local school systems is a national problem.
- The U.S. has a critical shortage of math teachers.

The Future. The technological revolution is where the action is. Ensuring Black women a role requires attention and preparation. We can encourage Black females to take more math and science. Write PEER, 1313 H Street, N.W., 11th Floor, Washington, D.C. 20005 for more information on how you can help create better schooling for your community.

Summarized with permission from Project on Equal Education Rights, PEER Report #2, 1982.

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Why Girls Drop Out of Math and Science

Take the following quiz to find out some of the reasons why girls don't pursue math and science and some of the reasons why they should:

1. Which of the following groups of students receive the least amount of teacher attention in our classrooms?

   ___high achieving boys ___high achieving girls ___minority boys ___minority girls
   ___low achieving boys ___low achieving girls

2. No matter what the sex of the teacher, boys receive more opportunities to respond in math classrooms than girls. On the average boys receive:

   ___twice as many opportunities to respond ___three times as many ___four times as many
   ___five times as many

3. Fewer females than males are found in higher level math classes because:

   ___society does not expect girls to do well in math
   ___girls are taught that they will not need math as much as boys in the future
   ___girls are "helped" to do their math while boys are expected to "work it out for themselves"
   ___girls are allowed to drop out of math when it gets difficult while boys are encouraged to stay with it
   ___girls' brains grow differently from boys' brains, and our school system is organized to respond to the way boys' brains grow
   ___girls have contact with few female math role models
   ___pre-school games (blocks, construction sets, cars, etc.) contribute to math readiness while pre-school games for girls do not
   ___all of the above

4. How many days does the average women have to work to earn as much money as the average man earns in five days?

   ___five days ___seven days ___eight days ___nine days

5. The average salary for a woman with a college education is about the same as that for a man:

   ___with a college degree ___with two years of college ___with a high school diploma
   ___who dropped out of high school

6. How much more per year is the starting salary for a college graduate in science than for one in the humanities?

   ___$3,000 ___$7,000 ___$9,000 ___$11,000

(See back for answers.)

ANSWER KEY:

1. High achieving girls
2. Four times as many opportunities to respond
3. All of the above
4. Eight to nine days
5. Who dropped out of high school
6. $11,000

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Update on Girls and Women in America's Schools

Interscholastic Sports. In 1971 girls were 18 percent of high school athletes. This number has risen steadily, reaching nearly 36 percent in 1980-81. Recently, however, the trend has slowed and even begun to reverse itself. In 1983-84, the percentage of girls in high school sports dropped slightly. The gender of adults coaching these young athletes also has changed. Regrettably, the trend is toward fewer women coaches at both the high school and collegiate levels. Fewer women coaches means the loss of positive role models and career opportunities for females.

In Oregon, 32 percent of girls participated in high school sports in 1980-81. In 1983-84, the percentage rose to 35 percent, placing Oregon 26th in the nation. In 1985, 15 percent of high school coaches in Oregon were female.

School Administrators. Nationally, 7 percent of public school superintendents, 14 percent of assistant superintendents, and 20 percent of school principals were women, while close to 70 percent of teachers were women. Although women comprise over 83 percent of elementary teachers, only 25 percent of elementary schools are run by women.

Oregon has 9 percent female superintendents; 16 percent female assistant superintendents; 6 percent female high school principals; 12 percent female junior high principals; 22 percent female elementary school principals.

Computer Education. Research shows that girls and minorities do not have equal access to computers in our nation's schools. The results are readily apparent in the dearth of women, particularly women of color, in computer science majors in college: Black women earned only 3 percent of the bachelor's degrees in computer science; Hispanic, 1 percent; Asian and Pacific American, 2 percent; American Indian, .03 percent. White women earned 26 percent.

In Oregon, females comprise 75 percent of elementary, 46 percent of junior high and 37 percent of high school teachers who use computers. Females are 42 percent of elementary, 50 percent of junior high and 28 percent of high school programming teachers, and 20 percent of computer instruction supervisors.

Vocational Education. Only 13 percent of high school students enrolled in traditionally male-only vocational education programs were females in 1983-84. Racial differences were found in occupation-specific programs; for example, 82 percent of students in computer and information sciences programs were white, while only 63.5 percent in home economics were white.

Oregon has ten percent female participation in nontraditional vocational education programs.

Summarized with permission from the Project on Equal Education Rights. PEER Policy Paper No. 4, Autumn 1985. Based on data from the National Center for Education Statistics, Market Data Retrieval, and the U.S. Department of Education Vocational Education Data System.

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The Ties That Bind

Traditional stereotypes exact a heavy toll from men as well as women. Consider the following statistics:

- The annual death rate for cancer is nearly 1 1/2 times higher for men than for women.
- Men are 4 times more likely than women to be victims of murder.
- Men are 13 times more likely than women to be arrested for drunkenness.
- The rate of successful suicide is 3 times higher for men than for women.
- Within a few years of divorce, the death rate for men is 3 times higher than that for women.
- Men are victims of on-the-job accidents at a rate at least 6 times higher than that for women.

Below are elements that make up the male mystique and contribute to the social cost of being male.

Boys in a bind at home and in school. With father usually out of the home and the taboo against identifying with anything feminine, boys may turn to distorted images from peers and the media (Superman, The Hulk, John Wayne) to form their view of what it means to be male. This traditional male image does not fit with the feminine environment of school; hence, boys have more academic problems, including reading problems and grade repeating.

The Athletics Connection. The pressure to compete, win and prove one's masculinity in sports may override the real benefits gained from athletics: the exhilaration of working out, keeping fit, and the fun and camaraderie of teamwork. Those boys who can't compete may end up feeling inadequate as males.

Men and Women. To prove his manhood, the traditional male must play the aggressor in dating, fix everything around the house and bring home a big paycheck. Failure to live up to these expectations can place a strain on male/female relationships.

The Breadwinner. "No set of values allows men to value themselves outside the marketplace." And it's not enough just to work, a man must move up. And he can't win--his family may resent long hours away from home; his boss may devalue him if he doesn't put them in. "My family believes a man without a job is nothing. Not just hungry, but nothing."

Fathers. The myth that men are uncomfortable in the nurturing role has far-reaching effects. The assumption that mother means "mommie" and father means "breadwinner and disciplinarian" sets up barriers between dads and their kids. "The closest I come to my father is a handshake," says one man.

Men in Hiding. Giving in to pain, admitting you're sick, is unmanly--until it's too late. Suicide statistics dramatize what may be the ultimate price of the male mystique. While four times as many women attempt suicide, three times as many men succeed. For women suicide may often be a call for help. Men, unable to ask for help, dare not fail.

Understanding the price men pay trying to be "real men" can help us give male students the freedom to be humans as well as males. Make sure as an educator that you are not putting your male students in ties that bind.

Adapted with permission from the Project on Equal Education Rights (PEER). PEER Report No. 1, 1981.

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In a Different Voice

In her book, In a Different Voice, Carol Gilligan contrasts the way men and women develop moral decision making. Her book and subsequent study are based on the finding that men in our culture tend to see the world in terms of their autonomy (and are overthreatened by intimacy), while women tend to see the world in terms of connectedness (and are overthreatened by isolation and the "win-lose" mentality). Men make moral decisions based on a progressively maturing system of rights and rules; women, based on a system of relationships and responsibilities. In times past and continuing into our times, the male orientation has been accepted by both men and women as the correct one. Gilligan's work, however, is creating a new appreciation for female sensibility and a possible avenue for greater understanding between the sexes.

Gilligan's theories don't blame men or place one sex in a superior position. Rather, they point out that each sex has access to a different way of understanding the world. A study described in Gilligan's book illustrates this point. Children were told a story of a man who can't afford to pay for a drug to save his dying wife. Boys often see the man's dilemma in terms of an individual's moral choice and decide the man should choose life over property and steal the drug to save his dying wife. Girls, in contrast, often wonder what will happen if the man gets caught or they see the problem as one of communication--the man must persuade the druggist to do the right thing. Although the approaches to the problem are simply different, in the past psychological researchers have considered the girls' responses wrong.

How does Gilligan's work relate to education? As she says:

> Something happens to girls when they're about twelve. The eleven-year-old who's asked the story about the man and the druggist will hold out for her point of view, whereas the fifteen-year-old will yield. In some ways, a crucial question for the future will be: how do we get females not to abandon what they know at eleven?

Gilligan suspects that the change in girls' attitudes corresponds to the change in the school curriculum from subjects based on facts to those based on interpretation:

> ...because male values are considered the norm, girls begin to see their own experience disappear from the representation of human experience. Girls begin to become aware that bringing in their own values is going to make trouble. So they start waiting and watching for other people to give them their cues as to what their values should be. And of course, the irony is, that since they're very tuned in to other people, they're very good at this.

According to Gilligan, for girls and women to have the confidence to trust their own ethnical perspectives, the educational system will have to learn to stop thinking of female input as troublesome.

At the Emma Willard School in Troy, New York, Gilligan is doing an ongoing study of female adolescents. According to the school's asociate principal Trudy Hanmer,

> ...we might think about whether math is best taught in the traditional hierarchical setting, in which the individual is pitted against the discipline. We might try a group setting instead. By the same token, we might emphasize to girls the little-publicized truth that most Nobel Prizes and Pulitzer Prizes are the result of many people's work, even if only one is named.

As educators, we need to make a special effort to help girls overcome the self-effacement typical of girls from puberty on and the attitude that disagreement is disaster that so often lead to the situation of "Tell me what you want me to be and I'll be it."

Summarized from "Carol Gilligan: Leader for a Different Kind of Future," Ms. Magazine, January 1984.

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Learning Her Place

During the past twenty years, important efforts to ensure educational equity for girls have brought about major changes in our schools; yet subtle sex discrimination still pervades too many of our classrooms. In elementary schools, girls still are perceived more favorably, disciplined less harshly, and graded more generously than boys, but boys receive more attention, encouragement, and constructive criticism. Boys emerge from this envrionment ready to move ahead, and they surpass their female classmates. Girls bring to their further education and their career plans a habit of playing it safe and a collection of nagging doubts about their own abilities which often persist in contradiction to their exceptional grades.

If we seek to break this cycle of inequity and lack of confidence, we must begin with the teacher. The teacher is the principal determiner of the "classroom climate." But he or she shapes that climate within a fast-paced and varied series of interactions with 20 or 30 students who often enter school already well-provided with sex stereotyped expectations and behaviors. Marlaine Lockheed concluded in a 1980-82 study that "the major determinants of inequities were the children themselves."

But if teachers are not primarily responsible for creating bias in the classroom, they may be quite passive when it comes to combatting the problem. This isn't surprising. Teachers, like everyone else, give attention to those who demand it, avoid challenging those who express reticence or embarrassment, and are grateful for those who do well without requiring undue attention.

It often appears that the teacher is being asked to single-handedly create an equitable climate in the classroom despite being surrounded by a real world of bias and limitation. Nonetheless, teachers are on the cutting edge of efforts to give all children equal access to learning and can initiate changes in their individual classrooms that will help eliminate bias. Many useful ways to begin an attack on inequity from inside the classroom have been developed by teachers and equity advocates during the past several years. Included among these are the following suggestions to teachers.

- Be alert to your own patterns of interaction with students and make a conscious effort to involve female, minority, and disabled students in all classroom discussions.
- Make special efforts to avoid letting the most assertive students dominate discussions.
- When offering praise and correction, be careful to offer sufficient academic direction to all students.
- Avoid "bailing out" girls from confusion or from deserved punishment
- Praise and criticize all students based on the same standards and expectations.
- Work with parents and administrators to urge the adoption of nonbiased instructional materials.
- If nonbiased materials are not available, obtain or develop classroom activities and presentations to compensate and transform a biased text into an object lesson for students.

You may contact your regional Sex Desegregation Assistance Center for supplementary nonbiased materials to use in your classrooms. In Oregon, write or call: Center for Sex Equity, 101 S. W. Main Street, Suite 500, Portland, Oregon 97204, 275-9500.

Adapted with permission from the Project on Equal Education Rights (PEER). PEER Report No. 5, Autumn 1985.

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Sex Bias at the Computer Terminal

Computers in the Classroom. The technological revolution is overtaking our schools. Pressured by parents for educational programs that prepare their children for new jobs in the "information society" and lured by the possibility of helping teachers teach more effectively, school systems across the country have purchased hundreds of thousands of microcomputers in the past five years. Yet in the midst of this new and exciting technological change, an old familiar story is emerging. Richer schools are acquiring computers more rapidly than poorer schools. And boys are learning about and using computers in schools more than girls.

Even when schools have computers, they rarely have enough for all interested students. According to a 1983 survey by the Council for Great City Schools, its members--including the 32 largest city school systems in the country--average 186 students to each computer.

Gender Gap in the Classroom. Surveys of classroom enrollment patterns consistently show that girls are not participating on an equal basis with boys in computer programming courses. For example, at the high school level, boys outnumber girls two to one in the academic-based courses in computer programming, according to independent surveys conducted in three states.

State	Year	Percent Male	Percent Female
California	1981-2	62.5	37.5
Maryland	1980-1	64.1	35.9
Michigan	1981-2	64.0	36.0

These enrollment patterns appear to have nothing to do with ability or performance. Computer programming courses are often treated as advanced studies reserved for the brightest math students. Girls more often than boys are less confident of their mathematical abilities and think that mathematics will be less useful to them than boys. This belief is transferred to the students' perceptions of the difficulty of computer courses.

Fun with the Computer. "Girls and boys do equally well in class on the computer, but it's the boys who become computer jocks," comments Barbara Dubitsky, Director of the Computer Certificate Program for Teachers at the Bank Street College of Education in New York City. Boys also predominate over girls in computer camps and summer classes by a ratio of roughly three to one.

Ending Bias. The lack of trained computer educators aggravates inequities in enrollments. One result of the teacher shortage and the urgent efforts to retrain teachers is that equity issues are being largely ignored; little if any, attention is paid to whether teachers are sensitive to potential bias in the classroom, both in their own behaviors and in curriculum materials. Educators may unwittingly discourage girls from taking advanced computer, science and mathematical courses and from pursuing computer, scientific and mathematical careers.

Summarized with permission from Project on Equal Education Rights, "Sex Bias at the Computer Terminal--How Schools Program Girls," The First in a Series of Computer Equity Reports, 1984.

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Injustice Under the Law: The Grove City Case

Most Americans think there are laws that protect people from discrimination. And there are. Yet, because of a Supreme Court ruling on February 28, 1984, many Americans--women, disabled persons, people of color and older people--lost important civil rights protections. What is Grove City College vs. Bell and how did it alter the basic civil rights assured to citizens under law? To understand the impact of the ruling, it is necessary to look beyond Title IX of the Education Amendments of 1972, the law immediately affected by the ruling, and to trace the intent of Congress in creating a group of civil rights laws designed to protect Americans from discrimination in all federally assisted programs.

Over the last two decades four laws were enacted to prevent the federal government from supporting or subsidizing discrimination. The intent of these laws was best described by President John F. Kenndy in explaining the purpose and scope of the first of these laws, Title VI of the Civil Rights Act of 1964: "Simple justice requires that public funds to which all taxpayers of all races contribute, not be spent in any fashion which encourages, subsidizes or results in racial discrimination."

The four basic civil rights statutes are as follows: Title VI of the Civil Rights Act of 1964, which protects against discrimination on the basis of race, color or national origin in federally assisted programs or activities; Title IX of the Education Amendments of 1972, which protects the rights of women and girls in educational programs or activities receiving federal financial assistance; Section 504 of the Rehabilitation Act of 1973, which prohibits recipients of federal financial assistance from discriminating against disabled persons; The Age Discrimination Act of 1975, which prohibits discrimination on the basis of age in the delivery of services and benefits supported by federal funds, with the exception of employment practices.

These four similarly-worded laws ban discrimination in "programs or activities" receiving federal financial assistance and they affect almost every recipient of federal funds, including hospitals, correctional facilities, airport authorities, state highway departments, municipal utilities, and school systems. For many years, under both Republican and Democratic Administrations, these laws were interpreted as Congress had intended, to prevent all institutions receiving federal funds from discriminating against women, minorities, disabled persons or older people in any aspect of their activities.

Then, in Grove City College v. Bell, the Supreme Court held that a college receiving federal money in the form of student financial aid is required by Title IX to prohibit discrimination only in its student financial aid program. Under the new ruling, the rest of the institution was free to discriminate on the basis of sex. Because of their similar wording to Title IX, Title VI, Section 504 and the Age Discrimination Act are also vulnerable to this narrow "program specific" interpretation.

Congress responded to this challenge to civil rights in America by enacting the Civil Rights Restoration Act of 1984. However, this legislation has been stalled for several years and passage is not likely in the immediate future.

Summarized with permission from Project on Equal Education Rights, "Injustice Under the Law: The Impact of the Grove City College Decision on Civil Rights in America," 1985. Prepared by PEER, NOW Legal Defense and Education Fund, NAACP Legal Defense and Education Fund, Inc., National Women's Law Center, Disability Rights Education and Defense Fund, Project on the Status and Education of Women, and Association of American Colleges.

DISPLAY MATERIALS: RESOURCE FLYERS

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WOMEN AND THE LAW

According to Joan Hoff-Wilson, Executive Secretary of the Organization of American Historians, the legal status of women since the drafting of the Constitution in 1787 has passed through four distinct phases. An overview of the four phases follows.

Constitutional Neglect, 1787-1872. During the colonial and revolutionary periods, women's legal issues existed, but American women did not formally organize to make the inequity of their legal condition known to the men who gathered in Carpenter's Hall in 1787. However, the basic reason the framers of the Constitution and Bill of Rights neglected women's issues centers around the fact that 18th century common law concepts of liberty, justice and equality created "an exclusively white, male system of law and order. The Founding Fathers were simply products of their time--nothing more and nothing less."

Under Jacksonian democracy a movement to codify the law became popular as a result of antipathy against the court system and the law profession. This codification movement made it appear that the law was impartial and above petty politics but instead it institutionalized a legal and economic elite. It cemented existing inequalities between rich and poor men and between men and women.

Constitutional Discrimination, 1872-1908. Women were hopeful for legal reform during this time because, although they weren't included in the language of the Constitution and Bill of Rights, they weren't excluded either. Use of the terms "persons," "people," and "electors" left open the possibility that women might gain the right to vote and run for federal office. But Supreme Court decisions following the Civil War classified women as less than full citizens.

Women who had fought for abolition and women's rights before the Civil War thought they would be rewarded with suffrage. When men of color won voting rights with the passage of the 14th and 15th Amendments, women were discouraged at not being included. Many tested the Amendments in court, only to find out that the courts would not support them. Failing in almost every case, these women turned to political action. One principle had been established: men and women should have equal rights under the Constitution.

Constitutional Protection, 1908-1964. In this period, a variety of Supreme Court decisions and state legislation, based on questionable stereotypes of women, sought to protect women from the excesses of industrialization. This legislation divided women (till this day) over the issue of special protection vs. equal rights with men. According to Hoff-Wilson:

> We now know that protective labor legislation as a concept and as a body of statutes strengthened sexual segregation and stratification patterns in the labor market, for such laws are based on the assumption that women would always be cheap, temporary, unskilled labor....Similarly, we know that those who supported protective legislation also stressed the reproductive and nurturing characteristics of women to the exclusion of other characteristics. This bolstered a highly traditional and restrictive definition of woman's role in society generally as well as in the work-place.

Before this division became solidified, women were able to fight as a collective and win the right to vote with passage of the 19th Amendment. Left in question, however, were full citizenship, property and

fiduciary rights, personhood, credit, wages, domicile, divorce settlements, and child custody. In the late 1960s, a second women's movement emerged to put these matters into litigation.

Constitutional Equality, 1964-1984. In the last 20 years case law has swung from protection to equality, though the change is far from complete. The first women's movement resulted from dissatisfaction with the male-dominated abolition movement; the second women's movement, from the male-dominated civil rights and anti-war movements.

A series of congressional acts, executive orders and guidelines issued by governmental agencies represent a quantum leap for womankind, among them: the Equal Pay Act, Title VII of the 1964 Civil Rights Act, and two Executive Orders, 11246 and 11375, guidelines on sexual harassment, Title IX of the Education Amendments, the Pregnancy Discrimination Act, the Retirement Equity Act, the Group Health Insurance Act, and the Equal Credit Opportunity Act. Compared to Congress, however, judicial actions have not been as consistently favorable. A case in point is the narrow interpretation given to Title IX by the Supreme Court and subsequent nonenforcement of its provisions. On the other hand, two recent decisions--one supporting California's maternity leave law, the other supporting affirmative action, have improved women's legal status.

Beyond Liberal Legalism, 1984--. In the past women have alternately used political action and court litigation to improve their civil and economic status, depending on which strategy was the best at any given time. The issue at present, one which women need to think about carefully, is whether they want to work for the Equal Rights Amendment which would give them "equal treatment as unequal individuals (based on male standards)" or for "special treatment as a protected (and thus implicitly) inferior group," or for a system of justice that regards women as equal but different. This option has been referred to as "equality in difference."

Summarized from Joan Hoff-Wilson, "Women and the Constitution," in The Constitution and Women's Legal Rights: Expectations and Realities, University of Utah Women's Conference (brochure), March 6-7, 1987.

RESOURCES AVAILABLE FOR LOAN FROM THE CENTER FOR SEX EQUITY

The Constitution and Women's Legal Rights: Expectations and Realities. Utah State Office of Education, March 1987 (BOOK)

The Equal Rights Amendment: The History and the Movement. S. Whitney. Franklin Watts, 1984 (BOOK)

Everywoman's Legal Guide. B. Burnett, ed. Doubleday, 1983 (BOOK)

Notes on the Defeat of the ERA. E. Pieck. Wellesley College, 1983 (BOOK)

Rights of Women. S. Ross and A. Barcher. Bantam Books, 1983 (BOOK)

Sarah the Welder. Massachusetts Department of Education, 1982 (VIDEOTAPE, 3/4 inch)

Sexist Justice. K. DeCrow. Vintage Books, 1974 (BOOK)

Women's Rights and the Law. B. Brown et al. Praeger Publishers, 1977 (BOOK)

LENDING POLICY: Materials are lent for a two-week period unless there is a great demand. Then, arrangements for one or two days only may have to be made. The only expense for school districts is the cost of return postage (first class mail or UPS only). Audiovisual materials must be insured for their value. Contact Evelyn Lockhart (101 S.W. Main, Suite 500, Portland, Oregon 97204, 503/275-9607 or 800/547-6339, x. 607) to borrow materials.

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January 1986

Women in History

IN THIS ISSUE: An updated selection of women's history resources available from the Center.

INSERVICE TRAINING

"A Woman's Place is in the Curriculum"

A two- to four-hour, activity-oriented session for teachers interested in observing National Women's History Week (March 2-8, 1986) and in integrating women's history activities into the curriculum.

REFERENCE

"Looking for Notables"

- First of All (Significant "Firsts" by American Women)
- Notable American Women: A Biographical Dictionary (four volumes)
- The Woman's Encyclopedia of Myths and Secrets

AUDIOVISUAL

- "American Women Artists of 19th Century" (slides, script, no tape). Covers all forms of art. Junior high through adult.
- "Famous American Women" (6 filmstrips, 16 minutes each). Biographies of notable women: Buck, Terrell, Roosevelt, Mead, Addams and Blackwell. Elementary or junior high.
- "History Revisited" (filmstrip, 12 minutes). Presents background and rationale for National Women's History Week. Good for staff motivation.
- "The Life and Times of Rosie the Riveter" (16mm, color, 55 minutes). Documents the significant but little known role women played during World War II. Secondary students through adult.
- "One Fine Day" (16 mm, 6 minutes). An inspiring collage of notable and ordinary women. Junior high through adult.
- "She's Nobody's Baby: A History of Women in the Twentieth Century" (16mm, color, 56 minutes). Surveys the influences that have shaped women's lives and roles. Secondary students through adult.
- "With Babies and Banners" (16 mm, 45 minutes). Tells of Women's Emergency Brigade formed to support General Motors Sit-Down Strike of 1937, a 44-day battle. Secondary through adult.

PLEASE POST OR ROUTE. THANKS!

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CLASSROOM RESOURCES

ELEMENTARY

- American Women: 1607 to Present. Teacher's guide, student booklets, chronological chart and posters
- Great Women Biographical Card Games ("Founders and Firsts," Foremothers," and "Poets and Writers"). Played like a rummy game
- Embers. Learning plans to explore justice, equality, family, culture. For grades 3-7
- Herstory. Two board games of chance and strategy for eight years olds through adults
- Women's History Curriculum Units. Books of lessons on notable women. One book each for kindergarten, first, second and third grades
- Quilting: A Traditional Women's Art Form. Lesson plans with sample materials for 2nd through 6th graders

Biographies: Before the Supreme Court: The Story of Belva Ann Lockwood. Don't Ride the Bus on Monday: The Rosa Parks Story. Elizabeth Blackwell, Pioneer Doctor. Four Women of Courage. Harriet and the Runaway Book. Harriet Tubman: Conductor on the Underground Railroad. Helen Keller: Toward the Light. Phillis Wheatley: America's First Black Poetess. She Wanted to Read: The Story of Mary McLeod Bethune. Woman Chief. Women Who Dared to Be Different.

MIDDLE SCHOOL OR JUNIOR HIGH

- A Curriculum Guide to Women's Studies for the Middle School. Nine lesson plans
- In Search of Our Past (U.S. History and World History). Supplementary textbook with teacher's guides
- My Backyard History Book. Conduct interviews and research in your own "backyard"

Biographies: The Cancer Lady: Maud Slye and Her Heredity Studies. Contributions of Women, Sports. Famous Spies. To The Barricades: The Anarchist Life of Emma Goldman. Women Who Shaped History. The World of Mary Cassatt.

HIGH SCHOOL

- Women in American History: A Series. Supplementary textbook covering Colonial/Early American Era; Expansion and Reform Eras; Civil War Era; Progressive Era
- Women's Roots (Status and Achievement in Western Civilization). Supplementary textbook outlining women's roles, beginning in prehistoric times

Biographies: Black Foremothers: Three Lives. Blackberry Winter: My Earlier Years (Margaret Mead). Contemporary Women Scientists of America. Daughters of the Earth: The Lives and Legends of American Indian Women. Our Hidden Heritage--Five Centuries of Women Artists. Pioneer Women. Valiant Friend: The Life of Lucretia Mott. Women in the Middle Ages. Women of the West.

☆☆☆☆☆☆☆☆

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Direct inquiries to:

Barbara Berard, Resource Specialist, Center for Sex Equity, NWREL, 300 S.W. Sixth Avenue, Portland, Oregon 97204 (800/547-6339, x. 499 or 503/248-6800, x. 499).

Eighth in an Informational Series Featuring Equity Resources

Northwest Regional Educational Laboratory
Center for Sex Equity

resources

101 S.W. Main Street. Suite 500 • Portland, Oregon 97204

Bias and Stereotyping

In this issue: an updated selection of equity resources available for loan from the Center.

Inservice Training

Sessions may vary greatly from short presentations at faculty meetings to acquaint staff with services available from the Center to one-to four-hour sessions covering such topics as nondiscrimination law, bias in materials and gender disparities in teacher/student interactions.

Audiovisual Resources

And Then What Happened (color, 10 filmstrips, c. 15 minutes each) covers topics such as: "Equal Play," "Equal Pay," "Equal Chance," "Equal Homework," "What Kind of Man?" "Babies Are Not Toys," and "Equal Promises." For use with K-4 students. Includes discussion and activity guide.

Books, Bias and Kids (color, filmstrip, 12 minutes) outlines the forms of bias that may be present in instructional materials and describes the costs of such bias for students. Appropriate for school staff.

PLEASE COPY, ROUTE OR POST. THANKS!

Interactions for Sex Equity (color, 1/2" or 3/4" videotape, 30 minutes) describes four areas where gender disparity may occur: verbal evaluation, sex segregation, discipline and active teaching attention. Provides examples of how to remediate biased interactions. Appropriate for school staff.

Killing Us Softly (color, 16 mm, 25 minutes) covers the effects of sexism in advertising. A popular and powerful film appropriate for senior high students, school staff and parent or community groups.

The Pinks and the Blues (color, 1/2" videotape, 60 minutes) is a PBS production on sex role development and differential treatment of young girls and boys. Especially appropriate for parents and elementary school staff.

When I Grow Up (color, 16 mm, 20 minutes) provides a nonthreatening overview of the kinds of bias that may be present in the school setting. Appropriate for school staff.

Winning Justice for All (color, 3 filmstrips, c. 20 minutes each) is a social studies/language arts curriculum for 5th and 6th graders with student workbook and teacher's guide.

Materials are lent for a two-week period unless there is a great demand. Then, arrangements for one or two days only may have to be made. The only expense for school districts is the cost of return postage. Materials must be returned by first class mail or UPS; audiovisual items must be insured for their value.

Please send me _____ by (date) _____

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Recommended Background Reading for Adults

Learning to Lose: Sexism and Education. D. Spender & E. Sarah (eds.).

Handbook for Achieving Sex Equity Through Education. S. Kline.

Sex Equity in Education. P. Schmuck et al.

Boys & Girls: Superheroes in the Doll Corner. V. Paley.

We've All Got Scars: What Boys and Girls Learn in Elementary School. R. Best.

Guidelines for Selecting Bias-Free Textbooks and Storybooks. Council on Interracial Books for Children.

Language and Woman's Place. R. Lakoff.

The Handbook of Nonsexist Writing for Writers, Editors and Speakers. C. Miller & K. Swift.

CLASSROOM RESOURCES

Classroom Resources: K-8

Working for Equity: Selected Lessons Plans for Elementary Teachers. Lesson plans developed or adapted by Oregon teachers in areas of career education, math/science, language arts and social studies.

Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class and Age Equity. Learning activities that tap elementary and middle school students' basic demands for equality.

Equity Lessons for Elementary School (K-6). Ten lessons that ask students to become aware of many facets of sex role stereotyping.

Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School. Occupational aspirations and decisionmaking skills are explored in a program of language arts, social studies, physical education, mathematics and science.

The Yellow, Blue and Red Book (K-6). A collection of short-term activities by and for teachers to help expand students' awareness of sex role stereotyping.

Classroom Resources: 9-12

Equity Lessons for Secondary School. Three mini-units on stereotyping, the women's rights movement and women who have worked for justice.

Changing Words in a Changing World. Students learn how language defines and shapes our ideas and culture.

Classroom Resources: K-12

Equity in the Eighties (discussion guide). Definitions and questions for exploring what equity means today.

Competence is for Everyone. Takes a historical look at stereotyping and injustice and asks students to look at their appraisal of themselves and others, employment and educational practices, the law and the media as they learn crucial thinking skills. Student booklet and teacher guides.

A National Demonstration of Educational Equity Resources for Women: Equity Activities. Lesson plans written and used in a districtwide equity program. Selected for clarity, completeness and applicability to other classrooms. A source of ready-to-use ideas.

"An Equal Education" from the magazine Bill of Rights in Action explores issues relating to Title IX. Instructor's guide includes lesson plans for infusing information into history, government, guidance and other courses.

For more information, please contact Barbara Berard, Resource and Equity Specialist, Center for Sex Equity, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204, (503) 248-6800, x499, toll free outside Oregon 800/547-6339, x499.

All services from the Center for Sex Equity are provided free of charge.

SEVENTH IN AN INFORMATIONAL SERIES FEATURING EQUITY RESOURCES

Northwest Regional Educational Laboratory
Center for Sex Equity

resources

300 S.W. Sixth Avenue • Portland, OR 97204

Mathematics and Science

In this issue: an updated selection of mathematics and science equity resources available for loan from the Center.

INSERVICE TRAINING

Center staff conduct workshops on equity in mathematics education, Family Math, and women in science. All are designed to give teachers strategies for encouraging females and minorities in math and science. Family Math includes parents in the process. Workshops emphasize hands-on activities and provide many take-home materials.

BACKGROUND READING

Articles

"Helping Young Women Take Math and Science Seriously," "Math, Science and Technology: Adding It Up for Women," "Contacting Female Role Models in Science," "Can Science Teachers Promote Gender Equity in Their Classrooms?"

Books

Women and Mathematics: Balancing the Equation. S. Chipman et al. Overview of women's participation in mathematics; summary of research about students' participation in mathematics; advice about strategies to improve mathematics participation.

Reflections on Science and Gender. E.F. Keller. Nine essays that examine the causes and consequences of the "genderization" of science.

AUDIOVISUAL

"Math and Science: Stepping Stones to the Future." (1/2" vhs videotape, 20 minutes, middle school). Shows girls exploring careers and examines parental attitudes toward nontraditional careers.

"The Math/Science Connection: Educating Young Women for Today." (16 mm film, color, 18 minutes, grade 7-adult). Strategies to encourage girls and women in math and science.

"Multiplying Options, Subtracting Bias." (Four, 30-minute 3/4"videotapes and facititator's guides, grade 7-adult). Separate workshops for students, parents, counselors and teachers.

"Sandra, Zella, Dee and Claire: Four Women of Science." (16 mm film, color, 19 minutes, grades 7-12). Work and lives of four women.

"Women in Science." (1/2" vhs videotape, 30 minutes, grade 9-adult). Explores the barriers facing girls and women as they pursue scientific studies and careers.

"You Can Be a Scientist Too." (1/2" vhs videotape, 13 minutes, primary students). Tells exactly what science is and gives role models of women in science.

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CLASSROOM RESOURCES

ELEMENTARY

American Women in Science Biographies (K-5). The stories of ten women scientists. Very multi-ethnic.

How High the Sky? How Far the Moon? (K-12). Teaches science and equity at the same time.

Math for Girls and Other Problem Solvers (grades 2-8). Activities that emphasis on problem solving techniques.

Preparing Young People for Math: A Book of Games (preschool-4th grade). Make "doing math" as natural as talking.

Science Experiments You Can Eat and More Science You Can Eat (grades 6-9). Experiments in the home.

Spatial Encounters: Exercises in Spatial Awareness (K-adult). Exercises for visual and spatial skills.

TEAM (Teachers Education and Mathematics): A Course to Reduce Math Anxiety and Sex-Role Stereotyping in Elementary Education. Includes topics such as "Simplifying Math," and "Women as Mathematicians." Has instructor's text.

MIDDLE SCHOOL/JUNIOR HIGH

COMETS: Career-Oriented Models to Explore Topics in Science (grades 5-9). One hundred activities plus 24 biographical profiles. Leader's guide available.

Fairplay: Decisions about Mathematics and Decisions about Science (grades 7-8) Emphasis on job expectations and decision making skills. Includes teacher's guide and student booklet.

MATHCO (grades 7-8). Teachers' guides, filmstrips, student booklets to help girls feel competent in math.

SPACES: Solving Problems of Access to Careers in Engineering and Science (grades 4-10). Activities in problem solving and career awareness.

HIGH SCHOOL

Contemporary Women Scientists in America (grades 9-12). Seven biographies of women who overcame barriers to become outstanding scientists.

I'm Madly in Love with Electricity (grades 9-12). Comments about their work by women who work in science and engineering.

Math Equals: Biographies of Women Mathematicians (grades 9-12). Includes activities related to the work of women mathematicians.

Science, Sex and Society (grades 7-12). Explores science as a career and the education of women in science.

The Sky's the Limit in Math-Related Careers (grades 9-12). Career handbook of interviews, anecdotes, viewpoints, inside information.

Expanding Your Horizons in Science and Mathematics (grades 7-12). A handbook for planners of career option conferences for girls.

ADULT/OLDER STUDENTS

Beyond Equals. Strategies for teaching adult learners the foundations of mathematics and deductive reasoning skills.

Beating the Numbers: A Woman's Math Careers Program Handout. A 16-week program to help overcome math anxiety and learn job skills.

Family Math. A book of activities that brings parents, students and teachers together to help students who have had no interest or success in mathematics.

The I Hate Mathematics! Book (for everyone beyond fifth grade). Activities to increase one's understanding and enjoyment of mathematics.

All services from the Center for Sex Equity are provided free of charge.

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SIXTH IN AN INFORMATIONAL SERIES FEATURING EQUITY RESOURCES

Center for Sex Equity resources
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Employment Issues

IN THIS FLYER: a slection of resources covering employment issues, including the areas of affirmative action, career change, comparable worth, nontraditional careers and sexual harassment.

INSERVICE TRAINING

"Evaluating Employment Practices"

Examine and discuss the types of employment discrimination that may exist in the school setting. Analyze recruitment, promotion, salary, placement, transfer and termination practices through case studies. Data collection worksheets are provided. (Two to four hours; audience: personnel staff)

"Future School Administrators: A Seminar for Women Educators'

Explore the historical and current barriers for women wishing to enter educational administration. Learn ways to assess your leadership style and how it fits with the role of an administrator. (Half to full-day; audience: aspiring women administrators)

"Sexual Harassment"

Become aware of your rights and responsibilities under the law. Examine sexual harassment between techers, between students, or between teachers and students. Sample policies and procedures for dealing with harassment situations are provided. (Two to four hours; audience: all school personnel)

AUDIOVISUAL

General

A Tale of O: On Being Different (color, slides, automatic mode only, 15 minutes) explores the conditions making people effective or ineffective within an organization. Includes Instructor's Guide.

Sexual Harassment in the Workplace

FILMS: The Power Pinch: Sexual Harassment in the Workplace (color, 16mm, 30 minutes). Includes Leader's Guide for a 90-minute or a 10-hour presentation. The Workplace Hustle (color, 16mm, 30 minutes). Uses documentary style.

Sexual Harassment in the Schools

FILMSTRIPS: It's No Laughing Matter: High School Students and Sexual Harassment (color, 30 minutes) covers the issue for students at school and at work. It's Not Funny If It Hurts (color, 10 minutes, student version) and Think About It....It Won't Go Away (color, 9 minutes, staff version).

SLIDES: Sexual Harassment in the School (color, automatic mode only, 15 minutes) looks at sexual harassment through the eyes of students and adults.

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ARTICLES AND BOOKS ON EMPLOYMENT ISSUES

GENERAL

"Fifth Annual Salary Survey." D. Rubin. Working Woman Magazine, January 1984.

"His and Hers: Gender Differences in Work and Income, 1959-1979." V. Fuchs. National Bureau of Economic Research, 1984.

"Sex Differences in Economic Well-Being." V. Fuchs. (Forthcoming in Science).

"Status and Contributions of American Women in the Economy of 1950-1983." M. Keyserling. National Conference on Women: The Economy and Public Policy, 1984.

"Status of Women of Color in the Economy: The Legacy of Being Other." J. Malveaux. Ibid.

"WEAL's Agenda for Women's Economic Equity 85-86." Women's Equity Action League, 1985.

"Work and Women in the 1980s." R. Marshall. Women's Research and Education Institute of Congress, Caucus for Women's Issues, n.d.

Hiring Practices

Job Options for Women in the 80s

New and Emerging Occupations: Fact or Fancy

The Potential Impact of Technology on the Skill Requirements of Future Jobs

Sex Discrimination in the Schools: Evaluating Employment Practices

Time of Change: 1983 Handbook on Women Workers

A Working Woman's Guide to Her Job Rights

What Women Earn (1981)

Women--A World Survey (1985)

Women at Work: A Chartbook (1983)

Women in the Global Factory

AFFIRMATIVE ACTION

Affirmative Action in the 1980s: Dismantling the Process of Discrimination

Balancing RIF and Affirmative Action: A Guide-Book for Administrators

The Federal Civil Rights Enforcement Effort--1977

Promises and Perceptions: Federal Efforts to Eliminate Employment Discrimination Through Affirmative Action

COMPARABLE WORTH

"An Argument for the Marketplace," "At Odds with American Reality," "Determining the Worth of Work," "Evaluting Jobs," "Potential for Disaster," "The Sex Gap in Work and Wages," and "The Wages of Women's Work" in Social Science and Modern Society, July/August, 1985.

"Comparable Worth." University of Michigan School of Education, Title IX Line, Fall/Winter 1985.

"Comparable Worth: A Study." Washington State Joint Committee on Comparable Worth, n.d.

"Gender at Work." Women's Research and Education Institute of Congress, Caucus for Women's Issues, 1984.

"Pay Equity." League of Women Voters Education Fund, 1982.

Comparable Worth: Issues for the Eighties (Volumes I and II)

Women, Work and Wages

CAREER CHANGE

Developing Women's Management Programs: A Guide to Professional Job Reentry for Women

Displaced Homemakers: Vo-Tech Workshop Guide

Life Skills for Women in Transition (Workshop Guide)

Second Wind: A Program for Returning Women Students

Your Money or Your Life: Financial Planning for Low-Income Working Women

NONTRADITIONAL CAREERS

Alone in a Crowd: Women in the Trades Tell Their Stories

Factors Contributing to Nontraditional Career Choices of Black Female College Graduates

Nontraditional Occupations: A Study of Women Who Have Made the Choice

Placing Rural Minority Women in Training Situations for Nontraditional Jobs

Time for a Change: A Woman's Guide to Nontraditional Occupations

For more information, please contact Barbara Berard, Resource and Equity Specialist, Center for Sex Equity, Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, Oregon 97204, (503) 248-6800, x. 499, toll free outside Oregon 800/547-6339, x. 499.

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300 S.W. Sixth Avenue
Portland, Oregon 97204
Telephone (503) 248-6800

Center for Sex Equity

resources

Physical Education and Athletics

IN THIS ISSUE

A selection of P.E. and athletics resources available for loan from the Center

INSERVICE TRAINING
Survival Skills for Physical Educators

A short (45 to 60-min.) presentation. Examines where P.E. "fits" into current educational trends and how to tie P.E. programs to existing goals and priorities. Motivational and informative.

Providing Leadership for Co-Instructional Physical Education

Identifies barriers to successful co-ed programs and strategies for change. Includes model units, instructional resources, staffing options. A 1/2 to full-day workshop or a 1 1/2 to 2-day retreat with a possibility of course credit.

Title IX in Physical Education and Athletics

Reviews (1) laws and regulations applicable to P.E. and athletic programs, (2) curriculum and teaching options that comply with Title IX, and (3) instruments for evaluating the current status of your program(s). Usually 2-3 hours.

BACKGROUND READING
General Articles

"Current Physical Education Resources: An Annotated Bibliography"
"Equity in Physical Education: Alternatives for Program Change at Intermediate and Secondary Levels"
"High School Physical Education: The Status Quo"
"Like She Owns the Earth: Women and Sports"
"Physical Education and Excellence: Where Do We Fit In?"
"Physical Education: Dead, Quiescent or Undergoing Modification?"
"Physiological Differences Between the Sexes: Exploring Old Myths"
"The School Physical Education Program: A Position Paper"
"Sex Fair Counseling Specific to Physical Education"
"Whatever Happened to Steve?"
"Women's Bodies in a Man's World"

PLUS....Selected instruments for assessing P.E. and athletic programs.

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PLEASE COPY, ROUTE OR POST.

Title IX Articles

"Title IX: Sex-Integrated Programs That Work"
"Revolutionizing School and Sports: 10 Years of Title IX"
"Title IX Information Relating to Physical Education and Athletics"
"Title IX and Athletics: Guidelines for Support Services"
"Title IX and Physical Education" (a summary)

AUDIOVISUAL RESOURCES
Videotapes

Fair Play in the Gym (b&w, 1/2" vhs, 13 minutes) portrays a "typical" JUNIOR HIGH OR HIGH SCHOOL P.E. class with inequities regarding ability, gender and race. Includes a transcript of the videotape and leader's guide for activities after viewing.

A Focus on Instruction (color, 1/2" vhs, 28 minutes) reviews successful teaching strategies for SECONDARY, co-ed P.E. classes. Co-ed classes differ from sex-segregated classes because of an increased range of skill and physical differences, social interactions and interests. Good teaching applies principles of ability grouping, task assignments, peer and individual work, and small or modified games.

SUPPLEMENTARY BOOKS FOR STUDENTS

Title	Reading Level
Wonder Women of Sports	Third
I Am the Running Girl	Fourth
Girl Sports	Sixth
Contributions of Women: Sports	Seventh
Famous Modern American Women Athletes	Seventh
American Women in Sports	Eighth
Women Who Win	Eighth
One Hundred Greatest Women in Sports	Ninth
Sports for the Handicapped	Ninth
Self Defense and Assault Prevention for Girls and Women	Eleventh

RESOURCES FOR PHYSICAL EDUCATION TEACHING

A.C.T.I.V.E (All Children Totally Involved Via Equity) shows ELEMENTARY teachers how to engage all children in games, creative movement, dance and gymnastics while teaching gender equity, cooperation and self confidence.

Alternative Sports and Games for the New Physical Education contains 11 short-term units for both ELEMENTARY and SECONDARY students to supplement traditional physical education offerings. Each unit includes rules, play space, equipment, scoring and modifications.

BASIC STUFF I AND II presents physical education content with a conceptual approach. Series I covers six areas, including motor learning, psycho-social and kinesiology. Series II describes instructional activities for early childhood, childhood and adolescence.

Creative Experiences Through Sports gives unique ideas for ELEMENTARY and INTERMEDIATE P.E. in traditional units such as basketball, football, soccer and volleyball.

Equity in Physical Education offers a checklist to help K-12 P.E. teachers design equitable, individualized programs.

Fair Play in the Gym is a collection of activities and lessons that reinforce equitable teaching.

RESOURCES FOR ATHLETICS

Guidelines to Implementing a Girl's and Women's Sports Commission offers the nuts and bolts of setting up a female athletic program in the school or in the community.

Out of the Bleachers: Writings on Women and Sport includes sections on physiology and attitudes, the structure of women's sports and reflections by sportswomen.

Sports Need You is a "how to" manual for increasing the number of women and minorities in athletic coaching, officiating, administration and sport governance.

Direct inquiries to:

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THIRD IN AN INFORMATIONAL SERIES FEATURING EQUITY RESOURCES

Center for Sex Equity resources

Northwest Regional Educational Laboratory • 300 S.W. Sixth Avenue • Portland, OR 97204

CAREER EDUCATION

IN THIS ISSUE: A selection of career education resources available from the center.

INSERVICE TRAINING

Center staff are able to conduct workshops for counselors and teachers which deal with the issue of equity in the areas of emerging careers, technology, nontraditional careers and equitable counseling practices.

PRESENTATIONS FOR STUDENTS

Classroom and conference presentations for students focus on nontraditional career issues and future job trends.

REFERENCE BOOKS

Alternatives to College. Miriam Hecht and Lillian Traub. Comprehensive guide for high school graduates "dropping into" the world of work and responsibility.

Blue Collar Jobs for Women. Muriel Lederer. Invaluable aid for women considering positions in the trades.

Help Wanted: Sexism in Career Education Materials. Women on Words and Images. Explores patterns of bias in career education materials ("If you're a girl, you'd probably rather handle curlers than tools") and offers solutions.

I Can Be Anything: Careers and Colleges for Young Women. A candid guide to 108 careers.

Nontraditional Careers for Women. Sarah Splaver. A readable and useful overview of over 300 nontraditional careers for women.

AUDIOVISUAL RESOURCES

Futures Unlimited I and II. (29 minutes each, 1/2" vhs). Feature young, articulate women working in the world of technology. Encourage young women to pursue math, science and shop courses. Grades 8-adult.

Hey, What Are You Doing for the Next 60 Years? (15 minutes, slides, color). Encourages young women to make broader occupational choices. Grades 9-12.

Jobs and Gender. (9 minutes each, two filmstrips). Explore how gender affects career choices. Grades 7-12.

A Man's Place. (20 minutes, 16mm, color). Features five men who have expanded their view of the male role. Includes male nurse, househusband and father raising an infant. Grades 9-adult.

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CLASSROOM RESOURCES

Sarah the Welder: Civil Rights in Our Schools. (25 minutes, 3/4" umatic, color). Describes obstacles and solution for female student enrolling in a metal shop class.

What Are You Going to Do After High School? (About 30 minutes, 3/4" umatic). Assists rural high school students in goal setting. Produced in Alaska. Grades 10-12.

ELEMENTARY

Looking Out the Window. A comprehensive career education program designed for primary-age children. Uses 15 hand puppets, 18 cassette tapes and discussion questions to help children explore careers. Avoids stereotyping by using inclusive langugage for occupational titles and by emphasizing that success depends on getting needed skills.

Books for students: He Bear, She Bear. Mothers Can Be Anything. What Can She Be? A Newscaster. What Can She Be? A Veterinarian. What Will I Be? Women at Their Work.

MIDDLE SCHOOL/JUNIOR HIGH

Connections: Women and Work and Skills for Good Jobs. Fresh, fun and practical. Multimedia package consisting of a Gamebook (hands-on experiences to shake girls and boys out of stereotyped notions about work), Leader's Guide (background information and discussion questions), and Women at Work (filmstrip showing women in nontraditional jobs of repairer, engineer and painter).

Expanding Options. Training models for teachers, junior and senior high stucents, parents, administrators, counselors and support staff. The Student Workshop involves nine sessions and explores equity issues in all areas of school life as well as examines the realities of the world of work.

Focus on the Future. Uses picture stimuli sets to point out tenacious grip of subtle biases which limit job opportunities for both sexes.

Survival Skills for the Real World. "Survival" activities focusing on employment, personal and family management. A checklist of skills to monitor student progress, activity sheets and directions for the teachers are provided.

The Whole Person Book I: Toward Self-Discovery and Life Options. Full of imaginative and fun activities to help students examine personal values, talents and interests.

Books for students: Free to Choose: Decisionmaking for Young Men. Law and the New Woman. Saturday's Child. What Can She Be? A Geologist.

HIGH SCHOOL

Choices and Challenges. Separate guides for teen women and men for self-awareness and personal planning.

Choices/Changes: An Investigation of Alternative Occupational Role Models. Written by students, this text consists of interviews with numerous men and women in nontraditional careers.

Choosing Occupations and Life Roles. A secondary career education curriculum for use by teachers or counselors. Offers a variety of activities, each a class period in length, to combat job stereotypes.

Expanding Roles Kit. This kit encourages students to make career choices based on what is right for them. Materials include instructor's guide, filmstrip and activities to get students to consider how work and family roles can be expanded and how to overcome barriers that limit people's choices.

Steppin' Out and Movin' On: A Career Education Program for Urban, Noncollege-Bound Students. Describes a vigorous transitional program for high school students who don't plan to go to college. Ten, three-hour sessions include varied activities, such as career collages, interest assessments, resume analyses and career games.

Women in Nontraditional Careers (WINC) Curriculum Guide. The guide covers a flexible, nine-unit course for young women to encourage their consideration of nontraditional careers. Many ideas, activities and resources.

Women and the Military: A WEAL (Women's Equity Action League) Kit. A collection of papers that contributes to the debate over women in the military. Explores myths and biases.

Books for students: Chemistry Careers. Ms. M.D. Ms. Attorney. What Can She Be? A Computer Scientist.

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DISPLAY MATERIALS: ORDER LISTS

ORDERING INFORMATION FOR ELEMENTARY RESOURCES

The following may be ordered from:

National Women's History Project
P.O. Box 3716
Santa Rosa, California 95402

1.	American Women in Science (biographies and teaching guide only)	$63.50
2.	Cowgirls (coloring book)	3.50
3.	Embers	8.95
	Embers (teachers edition)	18.95
4.	Myself and Women Heroes in My World (kindergarten)	7.95
5.	National Women's Hall of Fame Coloring Book	2.50
6.	Notable American Women (set of three)	33.50
7.	101 Wonderful Ways to Celebrate Women's History Month	6.95
8.	Quilting: A Traditional Woman's Art Form	15.95
9.	Sally Ride and the New Astronauts	10.95
10.	Stereotypes, Distortions and Omissions in U.S. History	9.95
11.	Winning Justice for All	6.00
	Winning Justice for All (teachers guide)	16.00
12.	Women Composers	3.50
13.	Women of Courage (Records) Set I	26.00
14.	Women as Members of Communities (3rd grade)	6.95
15.	Women as Members of Groups (2nd grade)	6.95
16.	Women at Work, Home and School (1st grade)	6.95

The following books may be ordered from:

Project EQUALS
Lawrence Hall of Science
University of California
Berkeley, California 94720

1.	Family Math	15.00
2.	Math for Girls and Other Problem Solvers	7.00
3.	Off and Running	12.50

45

The following items may be ordered from publishers as indicated:

1. Alternative Sports & Games for the New Physical Education — $ 9.95
   Turner & Turner, Peek Publications
   P.O. Box 50123
   Palo Alto, California 94303

2. Boys and Girls: Superheroes in the Doll Corner — 12.50
   V. Paley, University of Chicago Press, Department AEB
   5801 South Ellis Avenue
   Chicago, Illinois 60637

3. In a Different Voice — 7.45
   C. Gilligan, Harvard University Press
   Customer Sevice
   79 Garden Street
   Cambridge, Massachusetts 02138

4. Sex Equity Handbook — 17.75
   Sadker & Sadker, Longman, Inc.
   College and Professional Book Division
   19 West 44th Street
   New York, New York 10036

5. SPACES (Solving Problems of Access to Careers in Engineering and Science) — 15.50
   S. Fraser, Dale Seymour Publications
   P.O. Box 10888
   Palo Alto, California 94303

6. Spatial Encounters — 14.00
   WEEA Publishing Center
   55 Chapel
   Newton, Massachusetts 02160

7. We've All Got Scars: What Boys & Girl's Learn in Elementary School — 12.95
   R. Best, Indiana University Press
   Tenth and Morton
   Bloomington, Indiana 47405

Center for National Origin, Race and Sex Equity
Northwest Regional Educational Laboratory
101 S. W. Main, Suite 500
Portland, Oregon 97204
275-9610
3/87

ORDERING INFORMATION FOR MIDDLE SCHOOL RESOURCES

The following may be ordered from:

National Women's History Project
P.O. Box 3716
Santa Rosa, California 95402

1.	Contributions of Women: Music	$ 8.95
2.	Contributions of Women: Aviation	8.95
3.	Contributions of Women: Medicine	8.95
4.	Contributions of Women: Social Reform	8.95
5.	Notable American Women (set of 3)	33.50
6.	101 Wonderful Way To Celebrate National Women's History Month	6.95
7.	Stereotypes, Distortions and Omissions in U.S. History	9.95
8.	A Story of Her Own	9.95
9.	Winning Justice for All Teacher's Guide	6.00 16.00

The following may be ordered from:

WEEA Publishing Center
55 Chapel Street
Newton, Maine 02160

1.	Fairplay: Developing Self Concept and Decision Making Skills in the Middle School (Check catalog for prices of individual books.)	(set of 12)	74.50
2.	Spatial Encounters		14.00

The following books may be ordered from:

Project EQUALS
Lawrence Hall of Science
University of California
Berkeley, California 94720

1.	Family Math	15.00
2.	Off and Running	12.50
3.	Math for Girls and Other Problem Solvers	7.00

The following may be ordered from individual publishers as indicated:

1. As Boys Become Men: Learning New Male Roles — $ 9.95
   C. Thompson, Resources for Change
   67 Mt. Vernon St.
   Cambridge, Massachusetts 02140

2. COMETS Science and Profiles — $12.50 each or — 24.00
   NSTA Special Publications
   1742 Connecticut Avenue, N.W.
   Washington, D.C. 20009

3. A Curriculum Guide to Women's Studies for the Middle School Grades 5-9 — 6.95
   The Feminist Press at the City University of New York
   311 East 94th Street
   New York, New York 10128

4. In a Different Voice — 7.45
   C. Gilligan, Harvard University Press
   Customer Service
   79 Garden Street
   Cambridge, Massachusetts 02138

5. Multicultural Mathematics Posters and Activities — 12.00
   Educational Materials Catalog, NCTM
   1906 Association Drive
   Reston, Virginia 22091

6. New Games Book — 7.95
   Doubleday & Co., Inc.
   Garden City, New York

7. Open Minds to Equality — 15.25
   Prentice-Hall, Inc.
   Englewood Cliffs, New Jersey 07632

8. Sex Equity Handbook — 17.75
   Sadker & Sadker, Longman, Inc.
   College and Professional Book Division
   19 West 44th St.
   New York, New York 10036

9. SPACES (Solving Problems of Access to Careers in Engineering and Science) — 15.50
   S. Fraser, Dale Seymour Publications
   P.O. Box 10888
   Palo Alto, California 94303

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Northwest Regional Educational Laboratory
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Portland, Oregon 97204
275-9610
3/87

ORDERING INFORMATION FOR HIGH SCHOOL RESOURCES

The following may be ordered from (see catalog):

National Women's History Project
P.O. Box 3716
Santa Rosa, California 95402

1.	Contributions of Black Women to America (two volumes)	$69.95
2.	Contributions of Women: Art	8.95
3.	Contributions of Women: Labor	8.95
4.	Contributions of Women: Literature	8.95
5.	Norton's Anthology of Literature by Women	28.95
6.	Notable American Women: A BIOGRAPHICAL DICTIONARY (set of 3)	33.50
7.	101 Wonderful Ways to Celebrate Women's History Month	6.95
8.	Stereotypes, Distortions and Omissions in U.S. History	9.95
9.	Women in Mathematics	5.95
10.	Women's Roots: Status and Achievement in Western Civilization	12.00
11.	The World's Women	8.95

The following books may be ordered from:

Project EQUALS
Lawrence Hall of Science
University of California
Berkeley, California 94720

1.	Use Equals to Promote the Participation of Women in Mathematics	8.95
2.	Off and Running	17.50

The following may be ordered from:

WEEA Publishing Center
Education Development Center, Inc.
55 Chapel St.
Newton, Massachusetts 02160

1.	Spatial Encounters	14.00
2.	Choosing Occupations and Life Roles (set of 4)	33.50

The following may be ordered from publishers as indicated:

1. As Boys Become Men: Learning New Male Roles — 9.95
   Cooper Thompson/Resources for Change
   67 Mt. Vernon St.
   Cambridge, Massachusetts 02140

2. Choices: A Teen Women's Journal of Self-Awareness and Career Planning — $12.95
   Challenges: A Young Man's Journal for Self-Awareness and Career Planning — 12.95
   Workbook — 3.95
   M. Bingham, Advocacy Press
   P.O. Box 236
   Santa Barbara, California 93102

3. Helping Young Women at Work: An Ideabook for Mentors — 6.25
   Student Career Journal — 9.10
   Workshop Leader's Guide — 7.90
   Northwest Regional Educational Laboratory (set) — 20.25
   101 S.W. Main, Suite 500
   Portland, Oregon 97204

4. In a Different Voice — 7.45
   C. Gilligan, Harvard University Press
   Customer Service
   79 Garden Street
   Cambridge, Massachusetts 02138

5. Multicultural Mathematics Posters and Activities — 12.00
   Educational Materials Catalog, NCTM
   1906 Association Drive
   Reston, Virginia 22091

6. New Games Book — 4.95
   Doubleday & Co., Inc.
   Garden City, New York

7. Reflections in Gender and Science — 17.95
   E. Keller, Yale University Press
   92 A Yale Station
   New Haven, Connecticut 06520

8. Sex Equity Handbook — 17.75
   Sadker & Sadker, Longman, Inc.
   College and Professional Book Division
   19 West 44th St.
   New York, New York 10036

9. SPACES (Solving Problems of Access to Careers in Engineering and Science) 15.50
S. Fraser, Dale Seymour Publications
P.O. Box 10888
Palo Alto, California 94303

10. Tune in to Your Rights: A Guide for Teenagers About Turning Off Sexual Harassment 1.00
(set of 30) 15.00
Center for Sex Equity in Schools
1046 School of Education Building
University of Michigan
Ann Arbor, Michigan 48109

Center for National Origin, Race and Sex Equity
Northwest Regional Educational Laboratory
101 S. W. Main, Suite 500
Portland, Oregon 97204
275-9610
3/87

DISPLAY MATERIALS: SAMPLE PUBLICITY FLYERS

Please visit the
EQUITY RESOURCE DISPLAY
in the Library
on Friday, October 23
from 9:30 a.m. till 3:30 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Staff Room
on Thursday, October 22
from 9:30 a.m. till 3:30 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in Room 75
on Wednesday, October 21
from 1:00 p.m. till 3:30 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Library
on Monday, October 12
from 11:00 a.m. till 3:00 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Home Ec Room
on Friday, October 2
from 11:30 a.m. till 2:30 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Multi-purpose Room
on Wednesday, August 26
from 10:30 a.m. till 3:00 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A staff member from the Northwest Regional Educational Laboratory's Equity Program will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following question:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Faculty Room
on Thursday, April 30
from 9:00 a.m. till 3:00 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A member of the Center for Sex Equity staff will be there to answer your questions.

Door Prize for the first person to give the correct answer to the following Startling Statement:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please visit the
EQUITY RESOURCE DISPLAY
in the Library
on Friday, April 17
from 7:30 a.m. till 3:00 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

A member of the Center for Sex Equity staff will be there to answer your questions.

Door Prizes for the first visitor and for the first person to give the correct answer to the following Startling Statement:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

Please Visit the
EQUITY RESOURCE DISPLAY
in the Faculty Room
on Wednesday, April 15
from 7:00 a.m. till 3:30 p.m.

Posters
Books
Resource flyers
Equity Issues flyers
Catalogs
Sample Lessons

Members of the Center for Sex Equity Staff will be there to answer your questions.

Door Prizes for the first visitor and for the first person to give the correct answer to the following Startling Statement:

What percent of U.S. households consist of a working father, nonemployed mother, and two or more school-age children?

Materials aren't for sale. Ordering information is available.

DISPLAY MATERIALS: SAMPLE LESSON PLANS

JOBS AND GENDER

Purpose	To encourage students to hold nonstereotyped attitudes about occupations
Grade Levels	1-3
Time Required	30-45 minutes
Materials	Drawing paper and crayons
Procedures	Ask the class which sex is associated with the following jobs: stewardess, waitress, waiter, flagman, mailman, fireman. Determine job titles that include both sexes (e.g., flight attendant, food server, flagger, letter carrier, fire fighter). Elicit definition of "nonsexist job title." Ask the class to tell whether a man or a woman comes to mind when they hear the following job titles: doctor, nurse, logger, tree planter, secretary, school teacher. Reinforce that either a man or a woman could do the job. Ask students to choose a job and draw a picture showing both a man and a woman performing that job.
Contributor	Edwin (Yana) Murphy, Mary Harrison School

From: Center for Sex Equity. Selected Lesson Plans for Elementary Teachers.

CHOOSING A GIFT

Purpose To introduce students to the concept of sex role stereotyping

Grade Levels K-6

Time Required 30-45 minutes

Materials Chalkboard and chalk or butcher paper and marking pens, art supplies

Procedures

Ask students to imagine that they could receive any gift they want. Have them draw a picture of the gift. Keep ideas until later.

Next ask students to imagine two people: Jane and John. Have them identify possible gifts for each person. Record their suggestions on the chalkboard or on butcher paper.

Compare the gifts suggested for Jane and John. Are they similar or different? Why or why not?

Have students indicate for each gift on the lists whether it is appropriate for boys only, girls only or both girls and boys.

Now have students look at the gift they choose for themselves. Ask several to identify their gifts and whether or not they are appropriate for boys only, girls only or both girls and boys.

Discuss the importance of individual differences in tastes and preferences.

Contributor Judith Wallin, Mary Harrison School

From: Center for Sex Equity. Selected Lesson Plans for Elementary Teachers.

ONE POTATO, TWO POTATO....

Purpose To increase students' awareness of stereotyping by sex, race, age or physical condition

Grade Levels 3-8

Time Required 1-2 hours

Materials One potato for each student

Procedures Display potatoes on the floor or on a table. Ask students to pick out one potato, take it back to their desks and get acquainted with it. They may give it a name.

Explain that each potato represents a person. Each one is unique and special at the same time that it shares many characteristics with others.

Have students determine the following characteristics about their potatoes: sex, race, age, career or job, physical condition, something interesting that happened to it. Students may write notes or a story giving the above information about their potatoes.

Ask students to place their potatoes in a pile at the front of the room when they are ready to share. Then have each student retrieve his or her potato and introduce it to the rest of the class. As students talk about their potatoes, the teacher may wish to graph information. about sex, race, age, etc. of the students' potatoes.

Discuss the images presented by students of their potatoes:

- Were the potatoes predominantly one sex, race or age?
- Were they the same sex, race or age as their "owners"?
- Were the careers chosen for the potatoes or the interesting things that happened to them stereotyped?
- Were any of the potatoes disabled in any way?
- Does the diversity of the potato images match that of the diversity of people in the world?
- How are potatoes and people similar or different?

Contributor Sandi Engstrom, Assistant Equity Specialist, Educational Equity Project

From: Center for Sex Equity. Selected Lesson Plans for Elementary Teachers.

TITLE IX IN THE 80S: A TRAINING OF TRAINERS WORKSHOP

TITLE IX IN THE 80s: A TRAINING OF TRAINERS WORKSHOP

Purpose of the Workshop

The underlying concept of the "Title IX in the 80s: A Training of Trainers" workshop is local capacity-building in the area of sex equity in education. The workshop is designed to train local school district personnel to conduct one to two hour inservice training sessions in their own school districts.

Need for the Workshop

Equity specialists in Desegregation Assistance Centers (DACs) and State Departments of Education (SEAs) are charged by the United States Department of Education to provide training and technical assistance to local school district personnel in their states and regions. The demand for services from the specialists is often greater than their capacity to meet it because of the large number of school districts in their jurisdictions. By preparing teachers counselors, administrators or other certificated staff to be trainers in their own districts, specialists will indirectly extend the influence of their expertise. Ultimately, more children will receive the benefits of nonsexist learning environments because more teachers will have been exposed to the techniques of nonsexist teaching.

Description of the Workshop

The Title IX workshop provides training in four general areas: current status of Title IX, women's history, math, science and computer equity, and interactions. The workshop closes with a brief session on training tips. Each area was selected for inclusion in the workshops for specific reasons.

Title IX

Title IX was enacted into law in 1972. Since that time virtually all school districts have made a good faith effort to comply with the requirements of the law. However, because of normal staff attrition over fifteen years time and because of a Supreme Court ruling that greatly narrowed the scope of the law many local school districts would benefit from a refresher course on the content of the law and a report on its current status.

The section on Title IX informs local school district (LEA) staff of their obligations under the law, describes the effects on Title IX of the Grove City vs. Bell decision and relates the current efforts that are being made to restore the original and intended scope of the law.

Through a small group jigsaw activity, participants review the content of the law. Discussion of case studies enable them to practice applying the law to typical school district situations. Relevant state laws are studied where applicable. Bringing in Office for Civil Rights or state civil rights specialists as resource people is optional.

Women's History

Women's history was selected for inclusion in the training, both because of the breadth of its appeal and the importance of its content. All elementary teachers and most secondary social studies teachers teach history, but beyond that, the awareness of the contributions of women and minorities to the development of this country benefits all teachers.

The Women's History component begins by introducing some specific women who have made notable contributions in a variety of fields. In order to make contributions, women have had to overcome legal and social obstacles that did not exist for men. Such obstacles are studied next. The workshop also includes women's involvement in social movements, and new ways of thinking about history, namely oral history, and family history.

Mathematics, Science and Computer Equity

The workshop session on math, science and computer equity is important because of the continuing trend of girls' self-selecting out of higher level math, science and computer courses. By doing this, they deprive themselves of many options for advanced training and employment. If teachers become aware of the problem and the contributory factors, they are more likely to exert the kind of positive influence that will help girls to make decisions more in their own best interest.

The workshop explores possible reasons why girls drop out of technical coursework, informs participants why it is important for all students to take such courses and provides classroom activities designed to overcome math anxiety and make technical courses less threatening.

The fact that girls are also opting out of higher level computer training is also dealt with in the workshop.

Interactions

The section on interactions is for all certificated staff that come into contact with students. Research done in classrooms shows that, in subtle and overt ways, teachers interact differently with their students on the basis of sex. Awareness of biased interaction patterns and their effects is often enough to cause teachers to interact with their students in more equitable ways. Studies have shown that equitable interactions have a positive effect on student achievement.

The teachers are introduced to the subtle ways in which interactions have been shown to be biased. Alternatives to biased interactions are presented and practiced.

Training Tips

Each workshop component includes training items, such as trainer instruction sheets for activities and a sample one-hour workshop agenda. General training tips are also presented in a separate section to help put teachers at ease as they prepare to make presentations to their

peers. Even though teachers are in front of their students every day of the school year, many become anxious at the prospect of instructing adults.

The training tips component contains suggestions for effective presentations for adult audiences. Topics include:

- Personal Style
- Visual Aids
- Establishing Rapport
- Using Body Language
- Building Involvement
- Meeting Individual and Group Needs
- Behaviors That Support or Hinder Learning
- Managing Conflict
- How to Obtain Feedback
- Checklist for Strengthening Training Skills

Participants are actively involved throughout the workshop. By working through many of the activities themselves, they will be more at ease in using the activities in their own training sessions.

Following are various workshop materials: sample publicity flyers, sample overall (two-day) agenda, materials for the introductory activity for the workshop, and outlines, trainer instruction sheets, sample agendas and selected participant activity materials for each workshop component. If an agency is interested in conducting the training of trainers workshop, in whole or part, master copies of participant materials are available upon request.

WORKSHOP MATERIALS: PUBLICITY FLYERS

Northwest Regional Educational Laboratory
Center for Sex Equity

training

101 S.W. Main Street, Suite 500 • Portland, Oregon 97204

COMING WORKSHOPS

TITLE IX IN THE 80s: A TRAINING OF TRAINERS WORKSHOP

For School District Teams

teachers administrators counselors staff development specialists

Our experienced equity trainers will provide school district teams in Oregon with information and skills to:

- recognize the impact of sex equity on student achievement
- implement equity concepts in their schools and classrooms
- train other professional staff in their school districts

This two-day local capacity-building workshop will tell you about:

WHAT YOUR SCHOOL DISTRICT NEEDS TO KNOW

What is Title IX
What changes occurred because of Title IX
What remains to be done
Implications for local school districts

Equity in the Curriculum

What does Title IX say about what teachers teach
How to recognize sex bias in content areas
How sex bias affects students
Techniques for eliminating sex bias

Equity in Teacher-Student Interactions

What does Title IX say about how teachers teach
How to recognize sex bias in interactions
How biased interactions affect student achievement
Techniques for eliminating sex bias in interactions

Materials and Resources

Lesson ideas in the various content areas
Audiovisuals
Supplementary materials
Bibliographies

Content and length of workshops can be tailored to fit the needs of local districts. For more information contact:

Nancy Huppertz, Equity Specialist
Center for Sex Equity
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
275-9609

"No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."
Title IX of the Higher Education Amendments

The Center for Sex Equity is funded through federal grants. All services are offered at no charge to schools.

Northwest Regional Educational Laboratory

TITLE IX IN THE 80s: THE LAW AND THE ISSUES

An Educational Equity Workshop

OCTOBER 8 AND 9, 1987 8:30-3:30

TEACHERS COUNSELORS ADMINISTRATORS

Experienced educational equity staff will provide school district personnel with information and skills to:

- o understand and be in compliance with the requirements of Title IX
- o recognize the impact of sex equity on student achievement
- o recognize the impact of sex equity on student aspirations
- o implement equity concepts in schools and classrooms

*DAY ONE**

Current status of Title IX
Implications for local school districts

Title IX and counselors
Techniques for bias-free counseling

Teacher/counselor - student interactions
How biased interactions affect students
Techniques for eliminating sex-bias in interactions

*DAY TWO**

Title IX and the curriculum
How to recognize and eliminate sex bias in the curriculum
History - Math - Computers

Materials and resources
Lesson ideas & supplementary materials
Bibliographies

*PARTICIPANTS MAY ATTEND ONE OR BOTH DAYS. LIMITED TO 50 EACH DAY.

PRESENTERS:

Barbara Berard
Nancy Huppertz
NW Regional Educational Lab
C. J. H. Washington
Office of Public Instruction, WA

LOCATION:

Northshore Adm Bldg Auditorium
18315 Bothell Way, NE
Bothell, WA 98011

RESERVATIONS:

Lynda Humphrey, Northshore
485-0233

NWREL (503) 275-9603

WORKSHOP MATERIALS: SAMPLE AGENDA

Northwest Regional Educational Laboratory
Center for Sex Equity

TITLE IX IN THE 80s: TRAINING OF TRAINERS

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

CENTER FOR SEX EQUITY

MAY 21-22, 1987

Staff: Bonnie Faddis, Director
Barbara Berard
Nancy Huppertz
Bob Kremer
Flora Yen
Sue Heise, Intern

AGENDA

Thursday, May 21

Staff Introductions Bonnie Faddis

Startling Statements
Participant Introductions — Nancy Huppertz

Title IX in the 80s — Barbara Berard

BREAK

Resources

Guest speakers:
Steve Nourse
Equal Opportunity Specialist
Office of Civil Rights
Seattle

Kathryn Murdock
Legal Coordinator
Oregon State Department of Education

LUNCH

Women's History — Nancy Huppertz, Barbara Berard

Women of Achievement
Obstacles
Women in Social Movements
Personal History
Women's History Month
Related Activities
Resources
"One Fine Day"

BREAK

Career Education — Nancy Huppertz

"Card Trick"
Womb To Tomb
Women and Employment
Related ACtivities

Comment Cards

Northwest Regional Educational Laboratory
Center for Sex Equity

TITLE IX IN THE 80s: TRAINING OF TRAINERS

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

CENTER FOR SEX EQUITY

MAY 21-22, 1987

AGENDA

Friday, May 22
9:00 a.m. - 4:00 p.m.

Math Equity — Flora Yen

Mathe Used in Jobs
Obstacle Course

Guest speaker:
Peggy Noone
Math Equals

Stations

BREAK

Science Equity

"You Can Be A Scientist, Too"

Computer Equity — Bonnie Faddis

LUNCH

Multicultural Education

Guest Speaker: Robin Butterfield
Oregon State Department of Education
President, Oregon Multicultural Education Association

Teacher-Student Interactions — Nancy Huppertz

Introduction to GESA
Dee Grayson on tape
Practice coding

BREAK

Confessional of a High School Principal ((Retired) — Bob Kremer

Training Tips

Evaluation

WORKSHOP MATERIALS:

INTRODUCTORY ACTIVITY--STARTLING STATEMENTS

STARTLING STATEMENTS

Purposes

To introduce participants to a variety of equity issues addressed in the training session

To provide a comfortable way for participants to introduce themselves to the whole group

To demonstrate a teaching technique

Group Size

Up to 30

Time Required

20-40 minutes, depending on the size of the group

Materials

Cards with startling statements on them (preferably laminated); masking tape to adhere cards to backs of participants; sheet for recording answers; answer key

Procedures

1. Introduce and explain activity: "We are doing this activity as a means of introducing several equity issues and of getting to know one another. I am going to tape a card with a statement on it to your back. You will not see the card. Ask three or four participants to read your statement and give you a response which you will need to record. They are not to tell you what your statement says. When you have several responses, take your seat.

2. Tape cards to participants' backs.

3. Allow time for participants to gather responses. When all are seated, ask them to introduce themselves, and read their statements and responses. Provide correct answers.

STARTLING STATEMENTS

1. True or False

   _____ Title IX requires that as much money be spent on girls' as boys' athletics.

   _____ Title IX requires that a girl be allowed to play on the football team if she's good enough.

   _____ Title IX requires that there be female coaches for girls' sports.

2. True or False

   _____ Title IX doesn't require that all physical education classes be coeducational.

   _____ Title IX doesn't allow ability grouping in physical education classes if it results in sex-segregated groups.

3. True or False

   _____ The states of Oregon and Washington have enacted laws that may be called state Title IX laws.

4. True or False

   _____ Grove City College v. Bell is the 1984 case in which the U.S. Supreme Court ruled that it is legal to discriminate in education under some circumstances.

5. Since Title IX, the percentage of girls playing high school sports has increased from 7 percent to _____ percent.

6. Unable to gain official entrance as a woman to the Boston Marathon in 1967, Kathrine Switzer ran alongside for the entire route even after officials attempted to tear the number from her back. She become the first woman to run the Boston Marathon officially and legally in _____.

7. During the Civil War, Harriet Tubman worked as a _____ for the Union Army.

8. The first woman in Congress was _____, elected in 1917 from Montana.

9. _____ rode 40 miles on horseback in April 1777 to warn the colonists about a British invasion (give name).

10. In Europe between 1484 and 1782, approximately _____ women were accused of being witches and put to death (give number).

80

11. _____ was the first black person in the United States to be nominated for President at a major political party convention (give name).

12. Men are the victims of on-the-job accidents at a rate which is at least _____ times higher than that for women.

13. Men are _____ times more likely than women to be arrested for drunkenness.

14. The rate of successful suicides is _____ times higher for men than for women.

15. Within a few years of divorce, the death rate for men is _____ times higher than that for women.

16. (a) Of the 435 members of the U.S. House Of Representatives, _____ are women. (b) Of the 100 members of the U.S. Senate, _____ are women.

17. _____ women are among the 1,554 living members of the National Academy of Sciences (give number).

18. Women are 52 percent of the U.S. population. They are _____ percent of the U.S. engineering workforce.

19. The average yearly salary offer to a student with a 1986 bachelor's degree in petroleum engineering was $_____.

20. The average yearly salary offer to a student with a 1986 bachelor's degree in liberal arts was $_____.

21. White males were _____ percent of school board members in 1985.

22. _____ percent of Mexican-American and Puerto Rican students never finish high school.

23. In 1950, 34 percent of women ages 25-34 were in the workforce. In 1985 the percent was _____.

24. Of the 25 largest city school systems in the United States, _____ have a majority of minority students.

25. Today, _____ percent of U.S. households consist of an employed father, a non-employed mother, and two or more school-age children.

26. In _____, white males ceased to constitute a majority of the U.S. workforce (give year).

27. Women are _____ percent of elementary math teachers.

28. Women are _____ percent of high school math teachers.

29. Women purchased 45 percent of the new cars sold in 1983. They purchased ____ percent of the microcomputers sold in 1983.

30. Men are _____ percent of home computer users.

31. In 1965, a Harvard Business Review survey of its readers found that 54 percent of the men thought that women rarely expect or desire positions of authority. A duplicate survey in 1985 found _____ percent of men agreed with this statement.

32. In 1970, 13 percent of female college graduates were employed in secretarial or clerical job. In 1980, _____ percent were so employed.

33. About _____ percent of mothers with preschool children (8 million mothers) were laborforce participants in March 1985.

34. In 1984, the median earnings of year-round, full-time workers was highest for white males and lowest for _____.

STARTLING STATEMENTS

ANSWER SHEET

1. True or False

   F — Title IX requires that as much money be spent on girls' as boys' athletics.

   F — Title IX requires that a girl be allowed to play on the football team if she's good enough.

   F — Title IX requires that there be female coaches for girls' sports.

2. True or False

   F — Title IX doesn't require that all physical education classes be coeducational.

   F — Title IX doesn't allow ability grouping in physical education classes if it results in sex-segregated groups.

3. True or False

   T — The states of Oregon and Washington have enacted laws that may be called state Title IX laws.

4. True or False

   T — Grove City College v. Bell is the 1984 case in which the U.S. Supreme Court ruled that it is legal to discriminate in education under some circumstances.

5. Since Title IX, the percentage of girls playing high school sports has increased from 7 percent to 35 percent.

6. Unable to gain official entrance as a woman to the Boston Marathon in 1967, Kathrine Switzer ran alongside for the entire route even after officials attempted to tear the number from her back. She become the first woman to run the Boston Marathon officially and legally in 1972.

7. During the Civil War, Harriet Tubman worked as a spy or scout for the Union Army.

8. The first woman in Congress was Jeannette Rankin, elected in 1917 from Montana.

9. Sybil Ludington rode 40 miles on horseback in April 1777 to warn the colonists about a British invasion (give name).

10. In Europe between 1484 and 1782, approximately 500,000 women were accused of being witches and put to death (give number).

11. Shirley Chisholm was the first black person in the United States to be nominated for President at a major political party convention (give name).

12. Men are the victims of on-the-job accidents at a rate which is at least 6 times higher than that for women.

13. Men are 13 times more likely than women to be arrested for drunkenness.

14. The rate of successful suicides is 3 times higher for men than for women.

15. Within a few years of divorce, the death rate for men is 3 times higher than that for women.

16. (a) Of the 435 members of the U.S. House Of Representatives, 22 are women. (b) Of the 100 members of the U.S. Senate, 2 are women.

17. Fifty women are among the 1,554 living members of the National Academy of Sciences (give number).

18. Women are 52 percent of the U.S. population. They are 7 percent of the U.S. engineering workforce.

19. The average yearly salary offer to a student with a 1986 bachelor's degree in petroleum engineering was $ 33,144.

20. The average yearly salary offer to a student with a 1986 bachelor's degree in liberal arts was $ 21,060.

21. White males were 93 percent of school board members in 1985.

22. Fifty percent of Mexican-American and Puerto Rican students never finish high school.

23. In 1950, 34 percent of women ages 25-34 were in the workforce. In 1985 the percent was 71.

24. Of the 25 largest city school systems in the United States, 25 have a majority of minority students.

25. Today, 4 percent of U.S. households consist of an employed father, a non-employed mother, and two or more school-age children.

26. In 1984, white males ceased to constitute a majority of the U.S. workforce (give year).

27. Women are 94 percent of elementary math teachers. (K-3)

28. Women are 32 percent of high school math teachers.

29. Women purchased 45 percent of the new cars sold in 1983. They purchased 2 percent of the microcomputers sold in 1983.

30. Men are 93 percent of home computer users.

31. In 1965, a Harvard Business Review survey of its readers found that 54 percent of the men thought that women rarely expect or desire positions of authority. A duplicate survey in 1985 found 9 percent of men agreed with this statement.

32. In 1970, 13 percent of female college graduates were employed in secretarial or clerical job. In 1980, 22 percent were so employed.

33. About 54 percent of mothers with preschool children (8 million mothers) were laborforce participants in March 1985.

34. In 1984, the median earnings of year-round, full-time workers was highest for white males and lowest for Hispanic women.

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5/87

1. True or False

___ Title IX requires that as much money be spent on girls' as boys' athletics.

___ Title IX requires that a girl be allowed to play on the football team if she's good enough.

___ Title IX requires that there be female coaches for girls' sports.

2. True or False

___ Title IX doesn't require that all physical education classes be coeducational.

___ Title IX doesn't allow ability grouping in physical education classes if it results in sex-segregated groups.

3. True or False

___ The states of Oregon and Washington have enacted laws that may be called state Title IX laws.

4. True or False

___ Grove City College v. Bell is the 1984 case in which the U.S. Supreme Court ruled that it is legal to discriminate in education under some circumstances.

5. Since Title IX the percentage of girls playing high school sports has increased from 7 percent to _____ percent.

6. Unable to gain official entrance as a woman to the Boston Marathon in 1967, Kathrine Switzer ran alongside for the entire route even after officials attempted to tear the number from her back. She became the first woman to run the Boston Marathon officially and legally in _____.

7. During the Civil War, Harriet Tubman worked as a _____ for the Union Army.

8. The first woman in Congress was _____, elected in 1917 from Montana.

9. _____ rode 40 miles on horseback in April 1777 to warn the colonists about a British invasion. (Give name.)

10. In Europe between 1484 and 1782, _____ women were accused of being witches and put to death. (Give number.)

11. _____ was the first black person in the United States to be nominated for President at a major political party convention.

12. Men are the victims of on-the-job accidents at a rate which is at least _____ times higher than that for women.

13. Men are _____ times more likely than women to be arrested for drunkenness.

14. The rate of successful suicides is _____ times higher for men than for women.

15. Within a few years of divorce, the death rate for men is _____ times higher than that for women.

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18. Women are 52 percent of the U.S. population. They are _____ percent of the U.S. engineering workforce.

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20. The average yearly salary offer to a student with a 1986 bachelor's degree in liberal arts was _____.

21. White males were _____ percent of school board members in 1985.

22. _____ percent of Mexican-American and Puerto Rican students never finish high school.

23. In 1950, 34 percent of women ages 25-34 were in the workforce. In 1985 the percent was _____.

24. Of the 25 largest city school systems in the United States, _____ have a majority of minority students.

25. Today, ____ percent of U.S. households consist of an employed father, a non-employed mother, and two or more school-age children.

26. In _____ white males ceased to constitute a majority of the U.S. workforce. (Give year.)

27. Women are _____ percent of elementary (K-3) math teachers.

28. Women are _____ percent of high school math teachers.

29. Women purchased 45 percent of the new cars sold in 1983. They purchased _____ percent of the microcomputers sold in 1983.

30. Men are _____ percent of home computer users.

31. In 1965, a Harvard Business Review survey of its readers found that 54 percent of the men thought that women rarely expect or desire positions of authority. A duplicate survey in 1985 found _____ percent of men agreed with this statement.

32. In 1970, 13 percent of female college graduates were employed in secretarial or clerical jobs. In 1980, _____ percent were so employed.

33. About _____ percent of mothers with preschool children (8 million mothers) were laborforce participants in March 1985.

34. In 1984 the median earnings of year-round, full-time workers was highest for white males and lowest for _____.

STARTLING STATEMENTS ANSWER SHEET

My answers (from other people) are:

1. _____
2. _____
3. _____
4. _____
5. _____

Range _____ ↔ _____

Average _____

STARTLING STATEMENTS ANSWER SHEET

My answers (from other people) are:

1. _____
2. _____
3. _____
4. _____
5. _____

Range _____ ↔ _____

Average _____

STARTLING STATEMENTS ANSWER SHEET

My answers (from other people) are:

1. _____
2. _____
3. _____
4. _____
5. _____

Range _____ ↔ _____

Average _____

STARTLING STATEMENTS ANSWER SHEET

My answers (from other people) are:

1. _____
2. _____
3. _____
4. _____
5. _____

Range _____ ↔ _____

Average _____

WORKSHOP MATERIALS:

TITLE IX WORKSHOP COMPONENT

TITLE IX WORKSHOP COMPONENT

Activities

Introduction
Title IX Jigsaw
Case Analysis
Presentation by Office for Civil Rights or State Legal Coordinator (optional)

Training Items

Trainer instruction sheets: Title IX Jigsaw
Case Analysis

Sample (one-hour) agenda: Law Awareness

Participant Materials (an asterisk (*) indicates item is included in this manual)

Our Legal System*
Injustice Under the Law: The Impact of the Grove City College Decision on Civil Rights in America
PEER's Summary of the Regulation for the Title IX Education Amendments of 1972
Discrimination and the Oregon Educator
Monitoring Guide: Chapter 28.85 RCW--Anti-Sex Discrimination Legislation Washington
Title IX Summary sheets (from PEER Summary)
Legal Case Studies and answer key*
What's Your Line on Title IX?
The Rule of Thumb

TITLE IX JIGSAW

Purposes

To give participants an opportunity to learn about a topic without receiving a formal lecture

To learn exactly what Title IX covers

Group Size

6 to 36 people (six people per group)

Time Required

Approximately 45 minutes

Materials

PEER Summary of the Regulation for Title IX
Title IX Summary sheets (the PEER Summary divided into six sections on differently colored paper)

Procedures

1. Tell participants they are going to learn about or review the law that prohibits sex discrimintion in education by teaching each other about different aspects of the law. Trainer may wish to read Title IX:

   "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimiamtion under any education activity or program receiving federal financial assistance."

2. Ask participants to form small groups and distribute set of Title IX summary sheets (not PEER Regulation) to each group. Each person receives one summary sheet unless there are less than six people in the group (some may then have to take two sheets).

3. Instruct participants to read their sheets and decide on pertinent information to share with the rest of their groups.

4. After each small group has had sufficient time to discuss the different parts of the Regulation, call for any questions regarding Title IX coverage.

5. Distribute "PEER Summary of the Regulation for Title IX."

CASE ANALYSIS

Purpose To give participants an opportunity to apply their understanding of anti-discrimination law to hypothetical situations (drawn from actual case law)

Group Size Up to 30

Time Required Approximately one hour

Materials Legal Case Studies on separate sheets and as a whole; answer key

Procedures

1. Ask participants to form small groups and distribute three sample cases to each group.

2. Instruct participants to read the cases and come up with an individual analysis, then share in their small groups. Instruct groups to analyze cases in terms of (a) Is there a legal issue? (b) If so, what laws are involved? (c) If there is no specific legal issue, do you feel as educators that you would have moral or ethical responsibilities? What are they?

   Each group will need to appoint a spokesperson who will share the analysis with the large group. (There does not need to be total group agreement about the situations, but the spokesperson needs to record all points.)

3. After each small group has had sufficient time (approximately 30 minutes) to discuss its cases, spokespersons can share the case and group's finding with the large group. Trainer can share information from answer key to clarify any issues.

OUR LEGAL SYSTEM

Some brief notes on the nature of our legal system and some key concepts:

Having a legal right. To have a legal right means society has given a person permission--through the legal system--to secure some action or to act in some way that she or he desires.

Defining a legal right. Legal rights are defined by statutes or laws passed by the U.S. Congress or by state and city legislatures. They are also set forth in written decisions by judges, both federal and state.

The legislatures have created institutions called administrative agencies which further define people's rights by interpreting certain laws. They are also responsible for enforcing the laws. These agencies establish broad legal principles, referred to as rules, regulations or guidelines. They work parallel to, and sometimes subordinate to, the courts. Often people take their complaints or disputes to an agency first, then appeal its decision to a court.

Enforcing a legal right. One enforces a legal right by going to an appropriate authority--often a judge--who has the power to take certain actions.

The enforcement process may be lengthy, time-consuming, expensive, frustrating, and may arouse hostility in others--in short, it may not be worth your while! Only you can judge whether or not the effort is justified in terms of your self dignity or the importance of protecting your rights or the rights of others.

On the other hand, you may implement your right without enforcement. The people concerned or officials may change their actions voluntarily once you explain your rights.

Applying legal rights. One of the great myths about law is that legal rights are always clearly defined and evenly applied to all people. Because many different sources define people's rights and people of diverse backgrounds and beliefs implement and enforce them, there is no way to assure uniformity. In addition, laws may be unclear or lacking in specificity.

Judges or personnel in administrative agencies are responsible to interpret and flesh out unclear laws. Often, they reach conflicting decisions or solutions. However, the more times a particular issue is decided, the more uniform an interpretation will become. Also, a decision by a higher court, e.g., the U.S. Supreme Court, will affect other judges' decisions. Therefore, as cases are decided around a particular issue, one will be able to predict, though never know in advance, the outcome of a case. For this reason, it is necessary to have sufficient litigation in order to define a legal right adequately.

Law is not a preordained set of doctrines, applied rigidly and unswervingly in every situation. Rather, it is molded from arguments and decisions of thousands of people. It is a "game" of trying to convince others that your view of what the law requires is correct.

Reaching a decision. A "case" is a lawsuit started by one person (the plaintiff, the one who sues) against another (the defendant). A "decision" is a written memorandum in which a judge declares who wins the lawsuit and why. A "precedent" refers to past decisions that may influence the decision of a judge if the facts of the prior case can be shown to be similar to the facts in the present case.

Relating decisions to statutes. Increasingly, state and federal laws are passed to define the legal concepts judges or agencies should use in deciding cases. The written decisions of individual judges, however, are still very important because statutes are usually not specific enough to cover every set of facts. Therefore, you need to know not only what a statute defines as illegal but also how judges have interpreted the statute in specific situations.

Winning your legal rights. Negotiation, education, consciousness raising, publicity, demonstrations, organization, and lobbying are all ways to achieve your rights. They are often more effective and less costly and time-consuming that court battles. It always gives you more authority, however, if you understand the legal basis for your actions.

The law is one way to bring about change. If women and minorities, for instance, actually tried to enforce the rights they have now "on the books" without striving for new laws and statutes, they could achieve enormous change in our society.

Adapted from: "The Legal System," The Rights of Women: A Comprehensive Guide to Women's Rights Under Today's Laws. Susan Deller Ross and Ann Barcher. Bantam Books, 1983, pp. 291-302.

CNORSE/NWREL
9/87

LEGAL CASE STUDIES

Case Study #1

Gene Perry is superintendent of the Eagle Rock School District. One of his principals complains to him that a female high school counselor came to his office the other day and told him that her immediate supervisor was sexually harassing her. Among other indignities, the supervisor had touched her repeatedly in an intimate manner. The principal tells Perry that he told the counselor she was being insubordinate for not going through her immediate supervisor, the alleged offender. They both chuckle about this and forget the incident. A month later the district is served with a sexual harassment complaint.

- What laws, if any, apply in this situation?
- What should the principal have done at the time the counselor complained?
- What should the school district do now that an official complaint has been filed?

Case Study #2

The father of an eighth grade girl has requested that his daughter be removed from coeducational physical education classes because her wearing the prescribed gym shorts in a coed setting violates the family's religious beliefs. The school district has recently made the required physical education classes coeducational.

- What laws, if any, apply in this situation?
- Can the district legally exempt the girl from physical education classes or are there other alternatives available?

Case Study #3

A school requires 7th and 8th grade students to take one semester of either home economics or industrial arts. The courses are open to both sexes. Students and parents are advised to consider post-graduation plans before deciding which class to take. Nevertheless, no boys enroll in home economics and only a few girls choose industrial arts. In effect, then, these classes are still segregated by sex.

- What laws, if any, apply in this situation?
- How would you try to integrate the courses?

Case Study #4

Ms. Red Bird, an experienced social studies teacher with an outstanding record of performance, has recently moved to the area included in District #41. She is interested in obtaining a position teaching social studies at the junior high or senior high school. She obtained an interview with a member of the district's personnel office. The interviewer reviewed her record and recommendations, commented on them favorably, but indicated it would not be possible to offer her a social studies position because the open position required a teacher who could also serve as a coach for boy's basketball. Although Ms. Red Bird said she enjoyed sports and was willing to take a course in coaching, the interviewer was firm about needing an experienced coach.

- What laws, if any, apply in this situation?

Case Study #5

Kevin is a tenth grader at Six Mile High. He has been playing basketball every year but has recently been outplayed by his teammates who have grown more rapidly than he has. The school has a ninth grade girls' volleyball team. Kevin wants to try out for volleyball because he is sure he could be a star on the team because of his experience in basketball. With the advent of girls' sports, however, the coach isn't sure whether or not he should allow Kevin on the team. On the other hand, the coach is firm about not letting Shelia play on the boys' baseball team. She is an outstanding athlete and plays on the girls' basketball, volleyball, and softball teams. This year she wants to try out for the boys' baseball team but the coach refuses because he wants Shelia on the girls' softball team and he knows the boys don't want a girl on their team. Besides, she has plenty of opportunity to play girls' sports.

- What laws, if any, apply in these situations?
- What would you do in the case of Kevin?
- Do you agree with the coach's decision regarding Shelia?

Case Study #6

To help high school dropouts, a district opened a special school, the Industrial Skills Center (ISC). Only boys may attend this vocational training school; girls don't even apply for admission. The district says ISC was established to meet the "special needs most peculiar to males." Special needs of female dropouts are met by a different program, one for pregnant students.

- What laws, if any, apply in this situation?
- Do you think the district should allow or encourage girls to apply for admission to ISC?

Case Study #7

Mr. Ramirez, a science teacher at Oregon Valley High Scool, has approached the principal about the state adopted textbook used in his classes. They are biased against women and minorities in his estimation. The accomplishments of these groups are not recognized, the language is sexist, and both groups are underrepresented in the books. Mr. Ramirez demands that funds be made available to provide him and other teachers with materials that are representative.

- What laws, if any, apply in this situation?
- Does the district have any responsibility to provide these materials?
- What would you, as the principal, do in this situation?

Cases from: Building Instruction Around Sex-Equity Trainer's Manual. Northwest Regional Educational Laboratory, 1980 and Bill of Rights in Action: An Equal Education. Constitutional Rights Foundation, September 1983.

LEGAL CASE STUDIES
Answer Key

Case Study #1. Title IX of the 1972 Education Amendments (Title VII of the Civil Rights Act of 1964). Both Title IX and Title VII prohibit sexual harassment in the work environment. In this case, the complaint ended up in court and the district was found guilty of sex discrimination and ordered to pay extensive damages. These are many avenues for resolving sexual harassment complaints before they get to court, and districts should have clearly defined procedures for handling them.

Case Study #2. First Amendment and Title IX. This issue has been raised in several states. The overriding factor in each case is the students' First Amendment rights to practice their religion without or with little interference from the state.

In the U.S. District Court for Southern Illinois, Moody v. Cronin, it was argued that Title IX allows students to be excused from certain coed classes because of religious objections. The Illinois State Department of Education argued that the gym attire is not immodest by modern standards and that the state's interest in having students attend classes outweighs the student's First Amendment claims.

The Superintendent of Public Instruction ruled in another state that a separate P.E. class could be provided for the student in order to protect her religious freedom and ensure she met the state graduate requirements which could not be waived. The student was excused from coed P.E., but the school still had to provide coed P.E. for the other students.

Case Study #3. Title IX. The Office for Civil Rights' investigation revealed no evidence of discrimination. The district was doing everything it could to encourage nontraditional vocational education. Student choices were based on community attitudes, not district policy. Noting the district's concern about these attitudes, OCR recommended that officials contact experts for assistance.

Case Study #4. Title IX (Title VII and Executive Order 11246). The linking of job qualifications that would result in a disparate impact on the employment opportunities of members of one sex is prohibited by Title IX and by Title VII. Capability to provide social studies instruction must be the relevant qualification to be examined when hiring for a social studies position. Qualifications, requirements, or criteria used for employee selection may not place a disparate burden on one sex unless such qualifications or criteria have been demonstrated to be valid predictors of success in the particular job under consideration and alternative criteria are not available.

Case Study #5. Title IX. Boys can be barred from a girls' volleyball team even if there is no team for boys as long as their overall athletic opportunities have not been limited relative to girls' and if the school otherwise has met its obligations to effectively accommodate the interests and abilities of both sexes.

On the other hand, girls must be allowed to try out for a team in a noncontact sport if there is no team in that sport for girls (baseball and softball are different sports).

Case Study #6. Title IX. After confirming that the Industrial Skills Center was an all-male program, the Office for Civil Rights told the district that the existence of such a school violated Title IX. The law also prohibits the sex role stereotyping implicit in the district's argument that the ISC education met "needs peculiar to males." OCR told the district it could not use the excuse that girls did not apply, but had to develop a plan for integrating ISC and encouraging female attendance.

Case Study #7. Unless there is an applicable state law regarding biased instructional materials, this is an issue that is "beyond the law." In dealing responsibly with the issue of biased materials, concerned teachers could urge their school district to:

- determine criteria for evaluating new materials for bias
- train teachers and those on adoption committees to recognize bias
- write to publishers and tell them the series will not be purchased again until books are revised
- take up the issue of funding for compensatory materials
- offer workshops for development of compensatory materials and their use.

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Case Study #1

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- What laws, if any, apply in this situation?
- What should the principal have done at the time the counselor complained?
- What should the school district do now that an official complaint has been filed?

Case Study #2

The father of an eighth grade girl has requested that his daughter be removed from coeducational physical education classes because her wearing the prescribed gym shorts and shirt in a coed setting violates the family's religious beliefs. The school district has recently made the required physical education classes coeducational.

- What laws, if any, apply in this situation?
- Can the district legally exempt the girl from physical education classes or are there other alternatives available?

Case Study #3

A school requires 7th and 8th grade students to take one semester of either home economics or industrial arts. The courses are open to both sexes. Students and parents are advised to consider post-graduation plans before deciding which class to take. Nevertheless, no boys enroll in home economics and only a few girls choose industrial arts. In effect, then, these classes are still segregated by sex.

- What laws, if any, apply in this situation?
- How would you try to integrate the courses?

Case Study #4

Ms. Red Bird, an experienced social studies teacher with an outstanding record of performance, has recently moved to the area included in District 41. She is interested in obtaining a position teaching social studies at the junior high or senior high school. She obtained an interview with a member of the district's personnel office. The interviewer reviewed her record and recommendations, commented on them favorably, but indicated it would not be possible to offer her a social studies position because the open position required a teacher who could also serve as coach for boy's basketball. Although Ms. Red Bird said she enjoyed sports and was willing to take a course in coaching, the interviewer was firm about needing an experienced coach.

- What laws, if any, apply in this situation?

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Kevin is a tenth grader at Six Mile High. He has been playing basketball every year but has recently been outplayed by his teammates who have grown more rapidly than he has. The school has a ninth grade girls' volleyball team. Kevin wants to try out for volleyball because he is sure he could be a star on the team because of his experience in basketball. With the advent of girls' sports, however, the coach isn't sure whether or not he should let Kevin on the team. On the other hand, the coach is firm about not letting Sheila play on the boys' baseball team. She is an outstanding athlete and plays on the girls' basketball , volleyball and softball teams. This year she wants to try out for the boys' baseball team but the coach refuses because he wants Sheila on the girls' softball team and he knows the boys don't want a girl on their team. Besides, she has plenty of opportunity to play girls' sports.

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- What would you do in the case of Kevin?
- Do you agree with the coach's decision regarding Sheila?

Case Study #6

To help high school dropouts, a district opened a special school, the Industrial Skills Center (ISC). Only boys may attend this vocational training school; girls don't even apply for admission. The district says ISC was established to met the "special needs most peculiar to males." Special needs of female dropouts are met by a different program, one for pregnant students.

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Mr. Ramirez, a science techer at Oregon Valley High School, has approached the principal about the state adopted textbooks used in his classes. They are biased against women and minorities in his estimation. The accomplishments of these groups are not recognized, the language is sexist, and both groups are underrepresented in the books. Mr. Ramirez demands that funds be made available to provide him and other teachers with materials that are representative.

- What laws, if any, apply in this situation?
- Does the district have any responsibility to provide these materials?
- What would you, as the principal. do in this situation?

SAMPLE AGENDA
(One Hour)

LAW AWARENESS

Purposes	To (re)acquaint participants with the coverage of Title IX and what it requires of school personnel
	To give participants an opportunity to diagnose cases and situations to check their understanding of Title IX
Activities	Law Quiz: "What's Your Line on Title IX?"
	Debriefing of law quiz with discussion of Title IX coverage
	Case Analysis

WORKSHOP MATERIALS:

WOMEN'S HISTORY WORKSHOP COMPONENT

WOMEN'S HISTORY WORKSHOP COMPONENT

Activities

Introduction
Twenty Questions
Time Talks
Roadblocks
Women in Social Movements
Looking Back

Training Items

Trainer instruction sheets: Twenty Questions
Time Talks
Roadblocks
Women in Social Movements
Looking Back

Sample (one-hour) agenda: Women's History

Participant Materials (an asterisk (*) indicates item is included in this manual)

Twenty Questions*
Until...A Woman Couldn't...*
Summary of the Forms of Bias
Alone and Together (Rosa Parks Story)
Oral History Assignment
Oral History
Family History Questionnaire
Personal History Questionnaire
What's Women's History*
101 Wonderful Ways to Celebrate Women's History

TWENTY QUESTIONS

Purposes

To get participants thinking about women in history

To introduce names of a few women who have made significant contributions in a variety of endeavors

Group Size

Up to twice the number of biography cards you have

Time Required

10-15 minutes

Materials

Prepared biography cards: 5" x 8" cards with the names and at least five facts about women of achievement (include well-known and lesser-known women of diverse ethnicities and, if desired, minority men)

Procedures

1. Divide group into dyads.
2. Give a biography card to one member of each dyad.
3. Explain that the person without a card tries to guess the identity of the "mystery" person on the card by asking 20 yes or no questions.
4. If time allows, dyads may be given a second card.
5. Return to whole group for debriefing:
   a. How many identified their mystery person?
   b. What one piece of information enabled you to identify the person?
   c. How many had a mystery person of whom they had never heard?
6. Make the point that women and minority men have made significant contributions in a wide variety of fields, but in many instances have not received recognition or have not been taught about in history classes.

TWENTY QUESTIONS: SAMPLE CARDS

Susan B. Anthony
- Born 1820, died 1906
- Women's suffrage leader who did more than any other to open the way for passage of the 19th Amendment, granting the ballot to women, 14 years after her death
- Was jailed and fined $100 for voting in the 1872 presidential election
- Called the "Napolean of the women's rights movement"
- Appears on a U.S. one dollar coin

Mary McLeod Bethune
- Born 1875, died 1955
- Born in a log cabin; worked in the cotton fields
- Only one of 17 children in family to attend school
- Became a teacher; founded her own school in Daytona, Florida in 1904
- Starting with five students, the school grew into Bethune College
- Honored by Presidents Hoover, Truman and Roosevelt

Elizabeth Blackwell
- Born 1821, died 1910
- First American Woman to graduate in medicine
- Stressed preventive medicine and personal hygiene
- Founded Women's Medical College
- Founded a New York Infirmary for Women and Children

George Washington Carver
- Born 1859 (?), died 1943
- American black who won international acclaim for agricultural research
- Made more than 300 products from the peanut, including soap and ink
- Born a slave, he earned his way through college, working as cook, launderer and janitor
- In 1945, Congress designated January 5 as George Washington Carver Day

Shirley Chisolm
- Born 1924
- Grew up as a poor black girl with a speech impediment
- She was director of a nursery school and child care center
- Known as "fighting Shirley Chisolm", she was first black to serve in House of Representatives
- First black contender for Democratic nomination for President of the United States

Marie Curie

- Born 1867, died 1934
- Won 1903 Nobel Prize in Physics with husband Pierre and A.H. Becquerel for investigations of radiation phenomena
- Won 1911 Nobel Prize in Chemistry for discovery of radium and polonium
- Her fundamental idea that radioactivity is the consequence of something happening within the atom was a fountainhead in the history of atomic physics
- "Until her name reached the headlines of popular newspapers, there had been no women who had made a significant contribution to science"

Emily Dickenson

- Born 1830, died 1886
- She began to write verse by the early 1850s. By the late 1860s she was almost a complete recluse
- She wrote some 1,775 peoms, remarkable for their range, depth and complexity, which record a lifelong experiment in self-examination
- One of great American poets of 1800s. Ranked with Emerson, Poe and Whitman

Mildred "Babe" Zaharias Didrickson

- Born 1914, died 1956
- Nicknamed "Babe" after Babe Ruth; once threw a baseball 296 feet
- Chosen "Women Athlete of Half Century" in 1950
- Baseball star; Olympic gold medalist in track and field; champion professional golfer
- Voted "Women Athelete of the Year" five times

Frederick Douglass

- Born 1817, died 1895
- Born a slave; bought freedom with help of friends
- Home was on the "railroad"
- Helped recruit blacks for union army
- Leading spokesperson for blacks in 1800s

Amelia Earhart

- Born 1897, died 1937
- In the early 1920s she became a familiar figure on the dusty runways and in the tin airports of Southern California
- First woman to cross the Atlantic by air, though as a logkeeper, not as a pilot (1928); first woman to solo the Atlantic by air
- She became known as "Lady Lindy" and "First Lady of the Air"; by her enthusiasm and courage she helped a pioneer industry gain acceptance
- "Lost at sea" in a 1937 attempt to fly around the world

Edith Green

- Born 1910
- Served 20 years in U.S. Congress
- Introduced equal pay/equal work legislation
- Supported Elementary and Secondary Education Act which expanded educational services to disadvantaged
- Chaired subcommittee that wrote Higher Education Act of 1972, which contains Title IX provision prohibiting sex discrimination

Fannie Lou Hamer

- Born 1917, died 1977
- Born on a plantation in the South; became a civil rights worker
- One of first blacks to register to vote in Mississippi in 1962
- Arrested, beaten, shot at, lost job and home because of her work
- Started the Freedom Farm Cooperative for 5,000 people as part of an anti-poverty campaign

Grace Murray Hopper

- Born 1906
- Invented first practical compiler for the computer
- Received first computer science "man of the year" award
- Retired naval commander
- "Has won enough awards to stagger Betty Friedan, the women's lib advocate."

Dolores Huerta

- Born 1930
- Currently vice-president of United Farm Workers (UFW)
- Worked as a labor organizer for UFW
- One of the main organizers of the grape boycott of 1965
- Fighter for Hispanic-American rights

"Mother" Mary Jones

- Born 1830, died 1930
- At 50, after working as a teacher and dressmaker, she became full-time labor organizer (until her eighties)
- Her motto: "Pray for the dead, and fight like hell for the living." To women of conscience: "Whatever the fight, don't be ladylike."
- Only dangerous weapon was a hatpin--yet more than one governor called out the state militia against her
- Organized a mill children's march in 1903 that brought national attention to the crime of child labor

Queen Liliuokalani

- Born 1828, died 1917
- Last monarch of the Hawaiian Islands
- Tried to find peaceful ways to solve disputes between Hawaiians and white land owners
- Arrested by Americans and imprisoned in her palace for over a year
- Her English name was Lydia

Belva Lockwood
- Born 1830, died 1917
- Denied admission to law school on grounds her presence would distract men students
- First woman to practice law before Supreme Court
- Ran for U.S. President in 1884 and 1888
- Obtained $5,000,000 for Cherokees

Ada Lovelace
- Born 1815, died 1852
- Countess; daughter of poet
- World's first programmer
- Worked with Babbage on forerunner to digital computer
- Her "infallible" betting system failed

Dolley Madison
- Born 1768, died 1849
- An "invader evader" with important state papers
- Party thrower
- Thrown out of Quakers for marrying James
- Always said "hello"

Barbara McClintock
- Born 1902
- Won Nobel Prize for medicine in 1983
- First woman to win unshared Nobel Prize in medicine
- Her work on corn was once considered "heretical"
- Discovered mobile genetic elements or "jumping genes"

Carrie Nation
- Born 1846, died 1911
- Religious visionary--believed she woud carry the nation to righteousness
- Opposed to C_2H_5OH
- "Carrie" D "La Hache"
- Influential in passage of prohibition

Rosa Parks
- Born 1913
- Member N.A.A.C.P.; worked to help blacks pass voting tests
- Refused to give up her seat on the bus to white as required by Jim Crow laws
- Was jailed for such action; in protest, blacks boycotted buses in Montgomery, Alabama for 381 days
- Culmination of movement was Civil Rights Act of 1964

Frances Perkins
- Born 1882, died 1965
- Secretary of Labor under Franklin D. Roosevelt
- First woman to serve on President's cabinet
- Architect of Social Security Act
- Effort to impeach her failed

Jeannette Rankin

- Born 1880, died 1973
- First woman to serve in Congress (1916)
- As a legislator, she worked for passage of the 19th Amendment
- Voted against war in 1917 and again in 1941 (lost re-election each time)
- At age 88 she led protest of 5,000 women against war in Vietnam

Eleanor Roosevelt

- Born 1884, died 1962
- Most important public woman of the 20th century
- Once just a political wife, she gradually extended that role to work toward her own goals, including civil rights legislation, youth programs, war refugee programs, world peace
- She was nominated by President Truman as a U.S. delegate to the United Nations and "fundamentally shaped" the U.N.'s document of human rights called the "Universal declaration of Human Rights"
- Last official position was to chair President Kennedy's Commission on the Status of Women

Betsy Ross

- Born 1752, died 1836
- Seamstress
- Flagmaker for Pennsylvania Navy
- 13-star rating
- Could be apocryphal (of doubtful authenticity)

Sacajawea

- Born 1787?, died 1812?
- Shoshoni
- Guide to West Coast
- Saved expedition from failure
- Interpreter

Margaret Sanger

- Born 1883, died 1966
- Materials were banned by postal authorities as "obscene"
- Jailed for running a birth control clinic
- Referred to as one of history's "great rebels"
- Made "family planning" a respectable issue

Sequoya

- Born 1760 (?), died 1843
- A tree bears the same name
- Stands in U.S. Capitol and California
- Invented system of writing after 12 years of work
- Cherokee used language to publish books and newspapers

Maude Slye

- Born 1879, died 1954
- Geneticist
- Referred to as "Mouse Lady"
- Did pioneering work in cancer research
- Because of her work, doctors' first diagnostic tool is: "Is there any cancer in your family?"

Annie Peck Smith

- Born 1850, died 1935
- Gained recognition as a scholar of South America
- Wrote The South American Tour; considered to be the best guidebook ever written on South America
- Climbed a 21,000 foot mountain in Peru at age 61
- Climbed higher in western hemisphere than any American mountain climber, man or woman

Elizabeth Cady Stanton

- Born 1815, died 1902
- Organized the first women's rights convention in Seneca Falls, New York, in 1848
- First person to publicly propose that women should have the right to vote
- President of National Women's Suffrage Association for 21 years
- The 19th Amendment to the U.S. Constitution was passed 18 years after she died

Harriet Tubman

- Born 1820 (?), died 1913
- Born on a plantation in Maryland, one of ten or eleven children, her grandparents on both sides came in chains from Africa
- At age 13 she was struck in the head with a two-pound weight and suffered a fractured skull and periods of somnolence that occurred throughout her life
- She successfully escaped from Maryland to Philadelphia when she feared being sold and sent from her husband
- Between 1850 and 1860 she is believed to have made 19 trips into Maryland to free an estimated 60-300 slaves
- Worked as spy, scout, nurse, and cook for North during Civil War

Martha Washington

- Born 1731, died 1802
- Wealthy colonial
- Second husband named George
- Disliked being #1 lady
- One of the first "forgers"
  (joined George at Valley Forge for Winter of 1777-78)

Chief Sarah Winnemucca

- Born 1844, died 1891
- Visited Washington, D.C., and spoke with President Hayes on behalf of her people
- Protested unfair treatment of Paiutes
- Was given the title of "Chief" for her work as a scout during Bannock War
- Attempted to establish farming as a Paiute practice

TIME TALKS

Purposes

To familiarize participants with both the contributions of and the barriers faced by women achievers

To compare how women lived and were regarded in different eras

To demonstrate an activity that can be used to enrich women's history instruction in grade 4 through high school

Group Size

Up to 30

Time Required

15 to 30 minutes (can be extended if desired)

Materials

Prepared sets of biography cards and discussion guides. (Cards are short biographies of women from different eras, grouped in sets according to a common interest, accomplishment or circumstance.)

Procedures

1. Select three participants who appear to be comfortable and confident talking to the group. (Small groups of two or four could also be used if desired.)

2. Give each person or member of the small group a card from the same set to study, asking them to "become the person on the card. (If possible, do this in advance of the session to allow participants time to prepare.)

3. Bring volunteers to the front of the room; have them sit side by side or around a table.

4. Ask them to introduce themselves as their new identities and then discuss their "common interest" with each other. (See discussion guide.)

   Allow discussion to run its course, or act as moderator and "prompt" as needed.

VARIATION

Break into groups of two to four. Give each group a set of cards and have members of the group do the activity as described above.

If time permits, groups may volunteer to repeat or continue their discussions in front of the whole group.

FOLLOW-UP QUESTIONS AND ISSUES

What adaptations would have to be made in this activity at the various grade levels?

How can teacher preparation time to minimized for this activity? (Have students do the research and plan the groupings of cards.)

Would you have male students take female roles?

What is the value of this activity?

How can this activity be adapted to fit into a schoolwide or districtwide women's history week or month? (Costumes, scripts, etc.)

DISCUSSION GUIDE FOR "PANEL MEMBERS"

1. Introduce yourself using the information on the card.

2. Include the following points in your discussion as appropriate:

   working conditions surrounding the common area of endeavor

   obstacles encountered in pursuit of common lifestyle or profession

   treatment by contemporaries in same field or circumstance

   treatment by men, by women

   impact on personal/family life

3. Ask questions of other panel members.

ROADBLOCKS

Purposes

To convey to participants the essential historical perspective that until very recently and, in some ways even now, women have been prohibited from full use of their abilities and full participation in society

To provide participants a sample of specific instances of such prohibitions

Group Size

Up to 30

Time Required

15-30 minutes

Materials

"Until...A Woman Couldn't"

Procedures

1. Introduce the activity (it is most effective to do this activity as a follow-up to an activity about notable women, such as 20 Questions): "Many people have the attitude that women have been excluded from the study and teaching of history because 'women never did anything.' What they fail to take into account is that women were forbidden by civil law, religous laws and rigid social customs from deviating from the restrictive role defined for them and for which they were trained from birth."

2. Ask participants to imagine for a moment that they will come back to earth some day in the future for another lifetime. Tell them that they may return in any life role they wish; they may have any talent, ability or status as long as it is different from what they are now or a possibility that exists for them today.

3. Allow them time to make a decision and jot it down.

4. Have them write up to five reasons why they are not doing in this lifetime what they wrote down.

5. Ask for answers to be shared outloud. Accept any answers. List the answers as they are given on newsprint. This step can also be done in small groups. On the left side of a piece of newsprint, list the second life choices; on the right side, reasons why they aren't doing the choices. Post newsprint and have each group report to the whole group.

6. In the discussion that follows the sharing of answers make certain the following point is made: "Throughout history, a majority of the world's population has been forbidden from developing skills and realizing aspirations in science, art, music, exploration, leadership, literature, athletics simply because they are women."

7. Distribute the handout, "Until...A Woman Couldn't." Read together and discuss.

Until...	A woman couldn't...
1843	attend college
1847	attend medical school
1848	have control of her property when she married
1850	know any accurate information about female fertility
1860	obtain joint guardianship of her children
	be married and make contracts
	keep her inheritance on her husband's death
1869	vote anywhere in the world
	be on a jury
	be admitted to a bar association
	be a justice of the peace
1878	attend M.I.T.
1893	vote in Colorado
1896	vote in Idaho
1910	vote in Washington
1912	vote in Oregon
	participate in the Olympics
1916	find a woman representative in Congress
World War I	obtain a job assembling armaments, machine tools, electrical appliances, railway parts, etc.
1920	vote in national elections or many state elections
	have information on birth control
	attend Columbia or Harvard Law schools
1929	vote in San Juan
1937	be a member of the New York Bar Association

1944	get federal help with day care while working for the war effort
1964	have legal recourse when employers discriminated in their employment practices
1965	receive an MBA from Harvard
1967	read the want ads without the awareness that there are female jobs and male jobs
1969	join Future Farmers of America
the 1970s	work for the Department of State in the Foreign Service and be married
1970	receive a voluntary sterilization without meeting the requirements of the American College of Obstetricians and Gynecologists
	be a flight attendant on airlines and have children
1971	be hired as a clown for Ringling Bros. Circus
1972	run the Boston Marathon
1974	have her salary considered with her spouse's salary when seeking a mortgage
1976	attend a military academy
	be pregnant without a discharge from the armed services
1977	work for a salary and get any tax relief for childcare
	get endorsement from United Auto Workers for equal pay, integrated seniority lists, day care policies, and the ERA
	gain entry to male-only jobs. (miners, mechanics, painters, carpenters)
	assume that property held jointly with a spouse was hers and that she would inherit it tax free on his death
1987	become a member of the Rotary Club
not yet	"compete with men or with each other in a contact sport"
	have equal civic and personal rights in all states

Furthermore:

In Athletics

At the turn of the Century, physical educators created special women's basketball rules. "Believing women more vulnerable than men to heart strain, exhaustion, and jarred reproductive organs, the educators had divided the court into three sections and confined certain players to each. A five-person team (or nine) had two forwards in one section, two guards in another, and a center in the middle. A player could not grab or strike the ball from another player's hands, hold it longer than three seconds or bounce it more than three consecutive times at a height lower than her knee."

In Civil Rights

In 1868, Section 2 of the newly-ratified 14th Amendment specifically referred to "male inhabitants" and "male citizens." This was the first time the Constitution used the word "male" instead of speaking of "the people" or "citizens." With that word the amendment introduced the principle of discrimination by sex into the Constitution. Suffrage was extended to all men regardless of race, color or previous condition of servitude in the 15th Amendment, ratified in 1870; women needed another 50 years and another amendment to the Constitution before they would be able to vote in federal elections.

When married women first obtained property rights and could make contracts legally, they needed their husband's consent unless their husband was insane, or was an alcoholic or a convict.

Before the 1974 amendment of the Civil Rights Act of 1968, banks, building and loan associations and other commercial real estate lenders often denied women loans, charged women higher interest rates than men, set different terms and conditions for women's loans and required women to be better credit risks than men.

Today, women's eligibility to serve on juries varies according to whether state or federal courts are involved. In some states women must register to serve on a jury; exemptions are often discriminatory.

Personal Rights

A 1962 poll showed 28 percent of businesses acknowledged they considered sex appeal a qualification for some jobs.

In 1965 the Supreme Court found that contraceptives couldn't be constitutionaly prohibited in the marital bedroom.

Today, most states have the same minimum age for marriage for females and males, but five states allow the females to be younger than the males (Delaware, Washington D.C., Arkansas, New Jersey, Wisconsin).

In Education

When women first were admitted to college (Oberlin, 1843) they were required to wash male students' clothes, clean their rooms, serve them at table and refrain from speaking in public.

Women weren't allowed to compete for the Rhodes scholarship until 1977. The scholarship had been set up in Rhodes' will for graduates who displayed outstanding capacities for scholarship and leadership and the "qualities of manhood." The British Sex Discrimination Act of 1975 enabled trustees to change the will.

In Employment

By the end of the 19th Century all but nine of the 369 industries listed by the U.S. Census Bureau employed women; in all of them the job categories and wages were sex segregated; women were hired only for the most unskilled jobs. Women in factories and mills were paid piece rate and were the cheapest pool of workers in the labor force. Studies of working women in the late 19th and early 20th centuries show that women received one half to one third the wages of working men. Even with the same work women were paid less. Employers claimed women were only working for "pin money." In 1950 women on the average were earning 65 percent of men's salaries. In 1960 women were earning less than 60 percent of men's salaries. In 1973 women were earning 57 percent of men's salaries.

In 1929, 26 states had laws prohibiting the employment of married women. A majority of the nation's schools, 43 percent of public utilities, 13 percent of department stores refused to hire wives.

In 1939, twenty-one states still had no minimum wage laws for women; thirty lacked eight-hour workday laws.

Between 1925 and 1945, American medical schools limited the enrollment of women to a maximum of five percent of the total enrollment.

After World War I and World War II, women who entered heavy industry as part of the war effort were forced to relinquish their jobs to returning veterans.

During World War II women doing "men's" jobs were having a serious problem with child care. Despite this fact and the need of the country for the women to be working, the federal government provided day care funding which served only 10 percent of the children.

In the 1950s and 60s employment agencies used secret codes to rate female applicants on looks and dress.

During the 1950s employed women were often depicted as "castrating," unloving, mentally ill and the cause of alcoholism in husbands and homosexuality in children.

In 1960 women were 38 percent of all workers--75 percent were segregated into "female only" jobs--clerical, bookkeepers, file clerks, salaried sales workers in department stores, teachers, telephone operators, seamstresses, operatives of light machinery, executive secretaries.

A 1970 survey of 1,340 journalists showed that women journalists were paid $4,500 a year less than men journalists.

WOMEN IN SOCIAL MOVEMENTS

Purpose To convey information about the important role that women have played in significant social changes

Group Size Any

Time Required Approximately 30-45 minutes

Materials "Alone and Together" (Rosa Parks Story)

Procedures

1. Do a jigsaw activity with the Rosa Parks handout. (Divide into small groups; give each group member one part of the unit to read; members take turns reporting to the group on what they have read about a portion of Rosa Parks' life.)

   Point out to participants that older students can do the research to develop units for classroom use.

   OR

2. Find brief, interesting or exciting passages in books about women and read them to participants. For example, "The March of the Mill Children" about "Mother" Mary Harris Jones from Growing Up Female in America, Eve Merriam, Dell, 1971.

3. Show films or other audiovisual materials about women in social movements.

LOOKING BACK

Purpose To encourage participants to think of themselves as valuable sources of historical information

Group Size Any size

Time Required 20-30 minutes

Materials Scratch paper

Procedures

1. Ask participants to project themselves mentally ten years into the future. They have been invited into a classroom of fourth graders (or junior high or high schoolers--whichever seeems more appropriate for your group) to be resource persons in a history class.

2. Tell participants, "You have been asked to relate two things to the class:

   a. Talk about something that was a part of your personal lifestyle with which the students of today would be totally unfamiliar. Example: When you were a child, you had milk in glass bottles delivered to your home three times a week. In the winter, the cream would separate from the milk, freeze and expand, forming a column that pushed the cardboard lid off the milk bottle.

   b. Talk about a historical event to which you were witness, either directly, by being present when it happened, or indirectly, by being made aware of its occurrence through the news media. Example: You heard a speech by the President of the United States, or you remember the assassination of President Kennedy. Talk about how people reacted, how you reacted, how you felt, etc.

3. Allow participants a few minutes to jot down some notes about the two things they will be talking about.

4. If the group is small, ask for volunteers to share what they have decided to talk about.

   If the group is large, break out into groups of no more than four and allow 15 minutes (three or four minutes for each group member) for participants to share their ideas.

5. (Optional). If time and interest allow, ask each group to select the one lifestyle event and the one brush with history they found most interesting and would like to share with the whole group. Allow about three minutes for each group's report. A follow-up discussion may include the following points:

   a. importance of personal history
   b. diaries as historical documents
   c. procedures for using resource people in history class
   d. types of historical information that can be learned from personal history that may be lost by relying solely on history books

PUBLIC LAW 100-9

Designating the month of March as "Women's History Month"

Whereas American women of every race, class, and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers and pioneers; and

Whereas American women have played and continue to play a critical economic, cultural and social role in every sphere of our Nation's life by constituting a significant portion of the labor force working in and outside of the home; and

Whereas American women have played a unique role throughout our history by providing the majority of the Nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic and cultural institutions in the country; and

Whereas American women of every race, class and ethnic background served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement and the modern civil rights movement; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued in the body of American history:

Now, therefore, be it resolved by the Senate and the House of Representatives of the United States of America in Congress assembled, that the month of March is designated as "Women's History Month," and the President is requested to issue a proclamation calling upon the people of the United States to observe such month with appropriate ceremonies and activities.

For more information contact: National Women's History Project, P.O. Box 3716 Santa Rosa, CA 95402 (707) 526-5974

WHAT IS WOMEN'S HISTORY?

Women's history is a whole new way of looking at the events and individuals who have made this country what it is today. The multi-cultural study of women's lives brings to the fore many new themes in American life, stories to which all girls and boys, women and men can relate.

History, as it has been traditionally taught, has focused on political, military and economic leaders and events. This approach has virtually excluded women, people of color, and the mass of America's ordinary citizens. To the children of those ignored groups, history has come to be seen as remote and lifeless, a tale having little bearing on their own lives. By expanding the focus of "history" to include the stories of women's lives, whether they reflect everyday life experiences or the effect on individuals of the "big events" of our nation's history, we give students a deeper and more relevant appreciation of American history.

Women's history celebrates the heroines of our past, women whose important contributions have, for too long, been left out of the history textbooks. Women of previous generations who have left their mark on our society provide important role models for our daughters and sons as they endeavor to envision what their own lives might hold in store. Women's history also celebrates the lives of common women from all walks of life, women whose everyday struggle for survival in a growing nation made possible the lives we lead today. It is in the lives of such women, whether grandly eloquent or steadfastly ordinary, that inspiration and vision for the future can be found.

Women's history provides a new perspective for looking at the past, a perspective which honors the richness and diversity of the lives of the many women who came before us. Women's history also provides a new perspective for imagining the future. This new perspective enables us to see ourselves as part of the continuum of changing attitudes and opportunities, roles and rewards for women. With this new vision we are, today, **"Reclaiming the Past, Rewriting the Future."**

SAMPLE AGENDA
(One Hour)

WOMEN'S HISTORY

Purposes	To acquaint participants with notable women in U.S. history
	To discuss with participants the obstacles women have faced in our society
	To give participants an opportunity to look at history from a personal perspective
Activities	Twenty Questions with discussion of obstacles
	Social Movements
	Looking Back

WORKSHOP MATERIALS:

MATHEMATICS, SCIENCE AND COMPUTER EQUITY

WORKSHOP COMPONENT

MATH, SCIENCE AND COMPUTER EQUITY WORKSHOP COMPONENT

Activities

Introduction
Math Used in Jobs
Obstacle Course
The EQUALS Program: Cooperative Logic
Computer Equity Jigsaw

Training Items

Trainer instruction sheets: Math Used in Jobs
Obstacles Course
Cooperative Logic
Computer Equity Jigsaw
Sample (one-hour) agenda: Mathematics Equity

Participant Materials (an asterisk (*) indicates item is included in this manual)

Math Used in Jobs
Research Related to Girls and Math*
Algebra for the Masses
Preventing Math Anxiety and Math Avoidance
Teaching/Counseling Strategies to Promote Math/Science Learning
A Few Suggestions for Mathematics Teachers to Improve Student Attitudes Toward Mathematics
American Institute of Research Computer Equity Packet

MATH USED IN JOBS

Purposes

To give participants an idea of the math skills most often used in occupations

To demonstrate a teaching strategy and an activity to use with students that answers their question: "When am I ever gonna' use this?"

Group Size

Up to 30; groups of 3-5 participants

Time Required

20-30 minutes

Materials

Ranking sheets for each participant and each group from SPACES (Solving Access to Careers in Engineering and Science

Procedures

1. Explain purpose of activity (see above).

2. Distribute a ranking sheet to each participant. Ask him or her to rank the 10 math skills according to how many occupations use the skills, with "1" meaning most often and "10," least often.

3. After individuals are through filling in their ranking sheets, have them form small groups and rank the math skills as a group.

4. When groups are finished, read the correct answers.

Optional: Have each group figure the difference between their answers and the correct rankings. Have them add the differences for a total score. The lower the number, the more accurate their rankings were.

Discuss group dynamics in reaching concensus on the rankings.

OBSTACLE COURSE

Purpose To acquaint participants with some of the factors that researchers have found that deter girls from pursuing higher level study of mathematics

Group Size Up to 30, working in small groups

Time Required 30-40 minutes

Materials Multiple copies of five different obstacle cards (taken from handout, "Research Related to Girls and Math,") newsprint, masking tape, markers

Procedures

1. Divide participants into small groups.
2. Assign each group one of the five obstacles; give each group member an obstacle card to read.
3. Have each group (a) study the obstacle, (b) discuss it among themselves, (c) brainstorm possible solutions, (d) write all suggestions down on newsprint and hang the paper on the wall.
4. Allow each group to tell the large group about their obstacle and possible solutions. Encourage discussion and additional ideas.
5. Point out that this type of activity can be used in the classroom for studying and discussing issues.

Research Related to Girls and Math

By Dave Dugger.

Research in the area of girls and math falls within two distinct categories: research that focuses on the process of socialization and its subsequent effect on math performance, and research aimed at discerning biological gender differences related to math ability and performance. Current instruments and measurement techniques are not precise enough to accurately measure the very small biological differences that may exist. More importantly, research on biological differences is inconclusive. There is however, a plethora of research that illuminates and supports the concept that real and observable socialization processes can and do affect girls' performance in math and science.

The Three Domains of Socialization

Research examining socialization can be categorized into three major domains. The physical domain deals with the physical world and its properties. The social domain encompasses our socio-cultural existence. The perceptual domain, is the by-product of the interaction between the physical and social domains. It is more abstract than the other two, less straightforward and generally more difficult to change.

The effects of the perceptual domain are often only recognized over time, as the interactions of the physical and social domains become more integrated and pronounced within individuals. These variations become differing cognitive styles, which effect how we learn. When examining the issue of girls and math, we must explore the pervasiveness, complexity, and realities of the perceptual domain and its relation to gender, math motivation and performance.

The Perceptual Domain

Each child's perceptual orientation evolves as her or his social and physical domains interact. Usually girls are more often reinforced to interact on a social level. The intensity of this social interaction increases a girl's ability to interact with, and be familiar with the social realm. Her knowledge of social rules often becomes her primary cognitive style. If math classes ignore interactive motivation, many girls then feel uninvolved.

Within the classroom setting, teacher expectations can affect the performance and motivation of female students. Trowbridge et al., (1981) found that boys in school are "valued for thinking logically, independently, with self-confidence, and an appropriate degree of risk-taking. Girls, however, are valued for their emotional expressiveness, sensitivity to others, dependency, and subjective thinking." Research also suggests that teacher praise, in terms of math performance, is perceived differently by boys and girls. Eccles-Parsons, et al. (1982) found that, "...praise was related to (high) self-concept of ability for boys only." When efforts were made to encourage and praise boys and girls equally, boys were more likely to equate praise as positive reflections on their ability and subsequent self-concept. Girls were more likely to attribute praise to luck. They then were more likely to question their abilities as math achievers, resulting in a general lack of confidence which often affected their math course selection (Fennema and Sherman, 1977).

The Physical Domain

Developmental differences in the physical domain can also lead to disparities within the classroom. Interests and style of play for boys may help them achieve success in math and science. Boys watch more TV science shows, read more books, magazines, and newspaper articles on science, and work more with science projects and hobbies (NAEP, May 1978). Female difficulties with spatial visualization may be the result of less knowledge and experience with manipulative materials (Fennema and Sherman 1977). Skolnick, et al. (1982) also support this observation: "the factors most critical to the development of spatial visualization skills are experience with manipulative materials such as constructing and examining three-dimensional structures, graphing, and modeling." These skills are also important within the classroom, where girls demonstrate more difficulty working with science equipment and apparatus (Kahle 1983). These factors then tend to be mutually reinforcing, hampering the development of strong

spatial visualization skills and other opportunities to nurture interests related to math and science.

Peer Group Factors

Social and peer group factors within the school also mold the child's perceptions about her/his skills and desire to participate in math or science. Vockell and Lobonc (1981) found that girls enrolled in public schools selected subjects traditionally viewed as "masculine" such as calculus, chemistry, and physics less often than males, in spite of equal abilities. Enrollment patterns can even affect a girl's self-concept in relation to math and science. Skolnick, et al. (1982) observes: "Typically, a girl who wishes to pursue advanced science courses finds her fear that 'girls don't become scientists' reinforced clearly by the ratio of boys and girls in the classroom."

Family Factors

Parent expectations can play a major role in the development of a child's self-concept of math ability. Eccles, et al. (1982) found that the most dramatic differences between parents of girls, and parents of boys, were their estimates of how hard their children had to try, to do well in math. She found that parents of girls consistently perceived the effort of their daughters to be more difficult than the efforts of sons. Eccles also states, "parents of sons thought that advanced math was more important for their child than parents of daughters." Similarly, she found that, "children's attitudes were influenced more by their parents' attitudes about their abilities than by their own past performances."

Additional research by Jacobs and Eccles (1983) focused on the impact of media reports on parents' perceptions of gender differences and math ability. Exposure to media reports...(which reaffirmed the genetic difference concept) had its largest impact on mothers of daughters and fathers of sons." These reports reinforced parents' own stereotypic beliefs concerning gender and math ability. For mothers it provided a legitimizing of their own math difficulties and tacit approval of their daughters' difficulties in math. Fathers of sons stereotypical impressions were also reaffirmed toward the belief that boys are better than girls in math.

Usefulness of Math

Pedro, Wolleat, Fennema and Becker (1981) found that usefulness was second only to prior performance as a predictor of future math enrollment. Armstrong (1981) found students considered usefulness as the most important reason in deciding to continue to enroll in math classes, while Eccles (1983) found that when compared to boys, girls believed that math was of less value. Students must see the usefulness of math in order to continue studying it.

Attributional Style

Attributional style is the way individuals explain academic success or failure. A student who attributes failure to lack of skill or ability will have little reason to expect future success from the same amount of effort. Concommitantly, attributing failure to lack of effort encourages the possibility of success in the future, because it is within the control of the individual. Wolleat, Pedro, Becker, and Fennema (1980) found that males attributed their success more strongly to ability, whereas females tended to attribute their success more strongly to effort. In terms of failure, girls were more likely to attribute their shortcomings to lack of ability or difficulty of task. At all levels of achievement, females were more likely to attribute their success to effort, and as their performance level increased, the degree to which they attributed their work to effort also increased. Contrarily, as achievement increased for males, the extent to which they attributed their success to effort decreased. Similarly, Eccles (1983) found that females were more likely to attribute their successes to effort and their failures to lack of ability.

We must take the socialization research into account when we devise instructional strategies for teaching math equitably. Differences in perceptual orientation, cognitive style, and motivation are all important to understand when designing a math curriculum that will meet needs of female and male students.

From: Title IX Line, Winter 1986.

COOPERATIVE LOGIC

Purposes

To show how math learning can be cooperative and nonthreatening (EQUALS Program)

To demonstrate a teaching technique

Group Size

Up to 30; groups of 4-6 participants

Time Required

20-30 minutes

Materials

Cooperative logic problems from SPACES (Solving Access to Careers in Engineering and Science

Procedures

1. Prepare Cooperative Logic problems by copying sheets of problems and cutting them as indicated.
2. Explain purpose of activity (see above).
3. Divide participants into groups of 4 to 6 and explain that they will have to work together to solve the problem. Each person has a different clue so everyone must listen to each other carefully.
4. Give each group a problem and allow them time to solve it. Quicker groups may want more than one problem. Provide the answers.
5. Discuss the cooperative nature of the activity with participants, explaining that this is one technique for making the study of mathematics more accessible to all students, especially females and minorities.

COMPUTER EQUITY

Purposes

To acquaint participants with statistics about the use of computers in the workplace

To create an understanding of why computer equity is important

To identify common areas of inequity

To discuss ways of resolving computer equity problems in a school or district

Group Size

Up to 40, working in small groups

Time Required

45-60 minutes

Materials

Copies of "IDEAS for Equitable Computer Learning," developed by the American Institutes for Research (AIR); overhead transparencies; newprint; masking tape; markers

Procedures

1. Divide participants into groups of four or five.

2. Discuss, using either transparencies or newprint notes, the major points outlined below (15 minutes).

3. Have each group identify a barrier to equitable computer learning in their school or district. Each group should brainstorm solutions to the problem, including how they will appraise the extent of the problem; how they will make others in their school or district aware of the problem; what actions they will take to correct the problem; how they will assess the effectiveness of their intervention.

4. Depending on the time available, ask a sample of groups to report to the large group the results of their discussion. Groups may outline their plans on newsprint and post them around the room for others to read.

MAJOR DISCUSSION POINTS (see #2 above)

1. Why are computer classes important for all students?

   a. 56 percent of American workers use computers or computer-generated reports at work.
   b. 37 percent of American workers are computer users or programmers.
   c. The trend is clear--computers will be used in more places by more people so all students need some computer education.

2. Why is computer equity important?

   a. We need to provide learning opportunities for all students.
   b. We need to encourage a positive view of technology on the part of all students since our society is becoming increasingly technological.

3. Where are the inequities in overall number of computers available for use?

   a. Wealthy vs. poor communities
   b. Large vs. small schools
   c. Urban and suburban schools vs. rural schools
   d. White or predominantly white vs. minority schools

4. What are the inequities?

   a. ACCESS--number of computers available

      1. Only some schools
      2. Only certain grade levels
      3. Only certain ability levels
      4. Only certain courses (e.g., math)

   b. PARTICIPATION--time allotted for use

      1. Who dominates free time use?
      2. Computer used as a reward for completion of classwork
      3. Are all staff trained to teach with computers?

   c. BENEFITS--kinds of activities

      1. Drill and practice
      2. Applications (spread sheets, word processing, data bases)
      3. Programming

5. Barriers to equitable computer learning (from AIR)

   a. Lack of encouragement
   b. Value more apparent to males
   c. Bias in software and advertising
   d. Prerequisites irrelevant
   e. Limited access during free time
   f. Underrepresentation of women and minorities in leadership roles
   g. Dominance of computers by some students
   h. Presure from peers not to like computers
   i. Innappropriate location of computers

Barriers continued

j. Inability of staff to recognize and deal with problems
k. Shortage of qualified personnel
l. Underrepresentation of women and minorities in computer clubs

6. Strategies for removing barriers

a. District policy
b. Structure free time use
c. Encourage interaction between students at terminals
d. Buy appealing software
e. Better teacher training
f. Use bulletin boards to show computer uses
g. Encourage computer use in parent conferences
h. Use computers in a variety of subject areas
i. Locate computers for maximum access
j. Use female and minority peer tutors

SAMPLE AGENDA
(One Hour)

MATHEMATICS EQUITY

Purposes	To acquaint participants with an activity that will increase students' awareness of the value of studying mathematics to future career choices
	To familiarize participants with obstacles women face in the study of mathematics
	To demonstrate how mathematics can be done in a cooperative manner
Activities	Math Used in Jobs
	Obstacle Course
	Cooperative Logic

WORKSHOP MATERIALS:

INTERACTIONS WORKSHOP COMPONENT

INTERACTIONS WORKSHOP COMPONENT

Activities

Introduction
Schools Days, School Days
Nonsexist Teaching Quiz
Nonsexist Teaching Jigsaw
Gender/Ethnic Expectations and Student Achievement (GESA)

Training Items

Trainer instruction sheets: School Days, School Days
Nonsexist Teaching Quiz
Nonsexist Teaching Jigsaw
Sample (one-hour) agenda: Interactions

Participant Materials (an asterisk (*) indicates item is included in this manual)

What do you think? quiz and answer key*
Nonsexist Teaching Strategies
GESA Unit 1 Workshop
GESA Interactions
GESA Coding Sheet

SCHOOL DAYS, SCHOOL DAYS
("Good Ol'-Fashioned Rules Day")

Purposes

To help participants recognize the effects of bias on themselves by relating sex bias in their experiences to sex bias today

To familiarize participants with the way in which schools continue to differentiate in their treatment of girls and boys

Group Size

Up to 30

Time Required

30-40 minutes

Materials

Newsprint and markers

Procedures

1. Begin by asking participants to reflect on their days as students in grade school and high school.

2. Lead a discussion using the guide below.

VARIATIONS

Variation A (short). Stop the discussion after #2 of the discussion guide. Do one of the follow-up activities listed below.

Variation B (long). Brainstorm responses to discussion guide items #2 and #3 either in small groups or in the large group and write answers on newsprint. Refer to the lists as you develop the discussion.

3. Follow the discussion with an activity that will deal in more detail with subtle forms of sex bias, such as interactions.

DISCUSSION GUIDE

1. We are going to talk about some of the ways in which you were treated differently in school on the basis of sex.

2. What were you allowed, expected or required to do that was different for members of the opposite sex?

3. What were you not allowed, expected or required to do that was different for members of the opposite sex?

4. Were the differences due to social custom or school policy?

5. What was your level of awareness or concern about differences at the time?

6. Did you or anyone you knew of attempt to change such rules or customs?

7. Do you feel that being raised in an environment that took such differences for granted affected your attitudes about sex roles?

8. Are any of the differences you mentioned still in effect today?

9. Can you think of anything that happens in schools today that differentiates on the basis of sex?

10. (Lead-in to next activity): Many overt examples of bias may have been eliminated or reduced, but subtle forms of bias still exist.

POSSIBLE FOLLOW-UP ACTIVITIES

Discuss the handout: "Summary of the Forms of Bias."

"What do you think" quiz and "Nonsexist Teaching" research summaries.

NONSEXIST TEACHING QUIZ

Purpose	To introduce participants to nonsexist teaching concepts
Group Size	Up to 30
Time Required	10 minutes
Materials	What do you think? quiz and answer key
Procedures	1. Ask participants to complete the quiz with a partner. The quiz is an advance organizer to stimulate thought about teacher-student interactions. When participants are finished, tell them you'll give them the answers after the next activity. 2. Group participants for the nonsexist teaching jigsaw. 3. Distribute answer key and discuss any items needing clarification at conclusion of above activities.

WHAT DO YOU THINK?

Below are ten statements. Four of them are false; six of them are true. Using your experience and opinions, take some guesses. Mark the ones you think are true with a T. Mark the ones you think are false with an F. Compare answers with your colleagues. Later in the session we'll discuss the answers.

****

T or F

_____ 1. Teachers perceive more stereotyping of activities than students do.

_____ 2. Boys are praised more than girls for the intellectual content in their work; girls get more criticism for the intellectual content in their work.

_____ 3. Teachers are more likely to do things for boys and more likely to explain how to do things for girls.

_____ 4. Teachers make more academic contact with boys than with girls in both elementary and secondary classrooms.

_____ 5. Boys get more verbal praise for their work but girls get better grades.

_____ 6. If teachers wait longer after asking a question before supplying hints or calling on another student, the quality of the students' answers increases.

_____ 7. Faced with disruptive behavior from boys and girls, teachers are far more likely to discipline the boys.

_____ 8. Sex segregation in the classroom can cause girls to devalue academic achievement in favor of other pursuits.

_____ 9. Research indicates clear reasons why one sex receives disproportionately more classroom discipline than the other.

_____ 10. Answers to these questions can be found in the handout entitled "Where to Turn for Help," found in your workshop packet.

CSE/JM: 3/8.

ANSWER KEY

Answers can be found in the handout entitled "Non-Sexist Teaching." The list at the bottom of this page will provide exact references.

WHAT DO YOU THINK?

Below are ten statements. Four of them are false; six of them are true. Using your experience and opinions, take some guesses. Mark the ones you think are true with a T. Mark the ones you think are false with an F. Compare answers with your colleagues. Later in the session we'll discuss the answers.

****

T or F

F 1. Teachers perceive more stereotyping of activities than students do.

T 2. Boys are praised more than girls for the intellectual content in their work; girls get more criticism for the intellectual content in their work.

F 3. Teachers are more likely to do things for boys and more likely to explain how to do things for girls.

T 4. Teachers make more academic contact with boys than with girls in both elementary and secondary classrooms.

T 5. Boys get more verbal praise for their work but girls get better grades.

T 6. If teachers wait longer after asking a question before supplying hints or calling on another student, the quality of the students' answers increases.

T 7. Faced with disruptive behavior from boys and girls, teachers are far more likely to discipline the boys.

T 8. Sex segregation in the classroom can cause girls to devalue academic achievement in favor of other pursuits.

F 9. Research indicates clear reasons why one sex receives disproportionately more classroom discipline than the other.

F 10. Answers to these questions can be found in the handout entitled "Where to Turn for Help," found in your workshop packet.

References for Answers:

1. *Sex Segregation Pattern, paragraph 3*
2. *Verbal Evaluation Pattern, paragraph 5*
3. *Active Teaching Attention Pattern, paragraph 3*
4. *Active Teaching Attention Pattern, paragraph 2*
5. *Verbal Evaluation Pattern, paragraph 5*
6. *Active Teaching Attention Pattern, paragraph 5*
7. *Classroom Discipline Pattern, paragraph 3*
8. *Sex Segregation Pattern, paragraph 4*
9. *Classroom Discipline Pattern, paragraph 4*
10. *"Non-Sexist Teaching." "Where to Turn..." provides resource information and reference notes.*

CSE/JM: 3/85

NONSEXIST TEACHING JIGSAW

Purpose To acquaint participants with research on the four areas of disparity found in teacher-student interactions

Group Size Up to 30

Time Required 20-40 minutes, depending on group size

Materials "Nonsexist Teaching Strategies"

Procedures

1. Ask participants to form groups of four.
2. Distribute handout.
3. Instruct participants that each member of the group is to choose and read a different selection of the four summaries of research contained in the handout (active teaching attention, sex segregation patterns, classroom discipline, verbal evaluation pattern). After each member has read his or her selection, they are to "teach" their fellow group members about their pieces.
4. Ask participants to discuss among themselves the significance of the research to their own teaching situation.
5. Briefly review on the handout the last three pages of teaching strategies and the resources listed.

SAMPLE AGENDA
(One Hour)

INTERACTIONS

Purposes	To make participants aware of subtle messages conveyed through teacher-student interactions
	To demonstrate the bias that is known to occur in interactions
	To encourage participants to interact with all students equitably
Activities	School Days, School Days
	What do you think? Quiz
	Nonsexist Teaching Jigsaw

WORKSHOP MATERIALS: TRAINING TIPS

QUESTIONS TO CONSIDER WHEN ALTERING A TRAINING DESIGN

1. For whom is your proposed training event? Describe participants. What are their responsibilities with respect to providing educational equity? How would you say they will or can use this training?

2. What is their environment like? Describe their working base. Who is most affected by what they do? What constraints do they face in implementing change toward providing a more equitable environment for students? For educators?

3. What do they appear to want from the training you are about to design? What have they said? What have they indicated by their actions? If they are mandated by law or their district to receive this training, what affect might this have on their preconceptions of the training?

4. What do you think they want or need from the training you are designing? Does it check with the response to question #3? Does it differ? In what ways?

5. What are the agreed upon outcomes for the training event? Have they been articulated? Have your clients reviewed these outcomes? If your clients (those with whom you have agreed to design this training) are different than the trainees, are there discrepancies between the clients' desired outcomes and what the trainees have indicated? What are they? On what basis would you modify these outcomes?

6. What is the larger context in which this training event occurs? Are the trainees expected to go back and implement change or are they expected to continue on as before? Is the district in which training will occur not in compliance with the law? Is there a broad or long-range plan in which this event represents only one part?

7. Generally training events consist of the following four kinds of learning:

   a. knowledge transfer
   b. skill building
   c. attitudinal change
   d. practice or experiential opportunities

   Is your training targeted at one or a combination of the preceding four divisions? How would you categorize them in order of importance?

8. What is the time duration of the training event? Are there time constraints which are beyond your control to change? What time factors might hinder your trainees full participation? What can you do in the training design to minimize the effect of these factors?

9. What key resources can you identify that you will need in designing this event? In implementing this event? In evaluating this event?

10. What will make this training event a satisfying experience for your clients? How will you know?

11. What will make this a satisfying experience for you as the designer/facilitator? For you the evaluator?

Adapted from: Workbook for Designing: Tools of Designing a Training Event, Dissemination Program, Northwest Regional Educational Laboratory, 1980, pp. 2-4.

WORKSHOP MATERIALS:

WORKSHOP EVALUATION FORM

TITLE IX IN THE 80's: A TRAINING OF TRAINERS WORKSHOP

WORKSHOP EVALUATION FORM

We hope you have enjoyed the two-day workshop and learned new skills to take back with you to your school district. In order for us to determine how useful this workshop has been for you and which areas we need to improve upon for future workshops, we would appreciate your help in filling out this evaluation form.

1. Your current position: Are you a
   ___ teacher
   ___ administrator
   ___ counselor
   ___ staff development specialist
   ___ other

2. Please indicate the name of your school district _____.

3. Which of the following areas that we covered in the two-day workshop contained materials that is new to you? Check all that apply.

   ___ Title IX and its implications for school districts
   ___ sex bias in teaching history
   ___ sex bias in career education
   ___ sex bias in math classes
   ___ sex bias in science and computer classes
   ___ sex bias in teacher-student interactions
   ___ none of the above

4. How would you rate the following components of the workshop?

   PRESENTATIONS:

Interest:	___ dull	___ fair	___ interesting
Length:	___ too long	___ just right	___ too short

   ACTIVITIES:

Interest:	___ dull	___ fair	___ interesting
Length:	___ too long	___ just right	___ too short

   MATERIALS/RESOURCES:

Interest:	___ dull	___ fair	___ interesting
Amount:	___ too much	___ just right	___ too little

5. Which of the following areas do you feel you have learned the most about during the workshop?

   ___ requirements of Title IX
   ___ requirements of state law
   ___ identifying bias in content areas
   ___ identifying bias in teacher-student interaction
   ___ techniques in reducing sex bias in content areas
   ___ techniques in reducing sex bias in teacher-student interaction
   ___ consequences of sex bias for students
   ___ materials and resources to eliminate sex bias and stereotypes

6. Do you feel that the workshop prepared you adequately to train others in your school district about Title IX and the effects of sex bias in the schools?

___ yes
___ no
___ don't know

7. Do you feel that the workshop prepared you adequately to train others in ways to reduce sex bias in your school district?

___ yes
___ no
___ don't know

8. Please name the areas in which you would like to have additional training:

_____

_____

_____

_____

9. Please indicate below one or two areas you think the workshop could be improved upon to make it more useful to you and your colleagues? (Use space below if necessary).

Suggestion No. 1: _____

Suggestion No. 2: _____